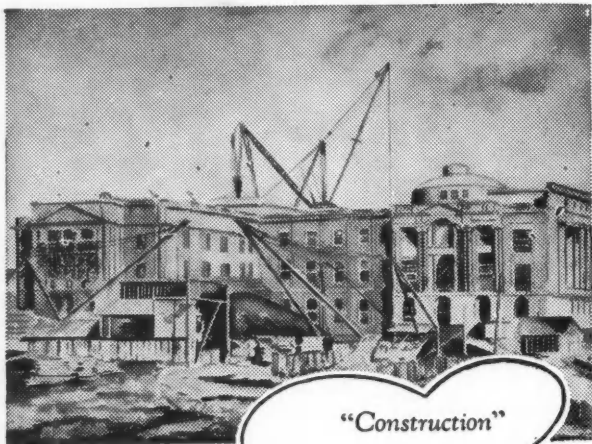


# The **ATA** Magazine

NOVEMBER  
1952

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION





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VOLUME - - 33  
NUMBER - - 3  
NOVEMBER - 1952

# The ATA Magazine



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### THIS MONTH'S COVER

The cover was drawn by Murray W. MacDonald, supervisor of art for Edmonton Public Schools. For your interest, there are 1668 elevators in Alberta, with a total capacity of 113,400,000 bushels. They are all filled and overflowing this year, because of the record crop and the excellent harvesting and threshing weather.

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ERIC C. ANSLEY, Managing Editor

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### **TEACHERS ARE IMPORTANT PEOPLE IN THE ALBERTA LEGISLATURE**

Nineteen teachers are members of the Twelfth Legislature of the Province of Alberta. There are six teachers in the present Cabinet.

The Hon. A. J. Hooke was principal of Rocky Mountain House until his election to the legislature in 1935, with the first Social Credit Government. He was appointed to the Cabinet in 1943. The Hon. Dr. J. L. Robinson taught school in Ireland and in rural Alberta schools. Dr. Robinson was also elected in 1935 and became a member of the Cabinet in 1948. The Hon. D. A. Ure taught at Lousana Consolidated and Innisfail schools, and served on the Executive Council of the Alberta Teachers' Association as representative of the Central Western District, prior to his election to the legislature in 1940. He was appointed to the Cabinet in May, 1948. The Hon. Ivan Casey was principal of the public school in High River until his election in 1944. He was appointed to the Cabinet in February, 1948. The Hon. G. E. Taylor was on the staff of the Drumheller School when he was elected in 1940. The Hon. A. O. Aalborg, principal of the Allister School at Rivercourse, was elected in 1948 and was appointed to the Cabinet in 1952.

Earl Hardy is a member of the Holden School staff. Russell Patrick is principal of the Lacombe Schools. Lee Leavitt is on the staff at Banff.

Others who taught school until their election to the Legislature are R. E. Ansley of Leduc, elected in 1935 and Harry Lobay of Lac La Biche, elected in 1948.

John E. Clark taught school before taking up farming. Michael H. Ponich of Two Hills, who taught school before entering law, has been a member of the legislature since 1944. E. W. Hinman was superintendent of schools for St. Mary's School Division prior to his election in 1952.

The Progressive Conservative party has two members in the Assembly—both teachers, J. Percy Page of Edmonton, who was first elected in 1940, and Paul Brecken of Calgary, elected this year.

The Liberals have four members in the Assembly, including two teachers, H. E. Tanner, principal of University High School, Ed-

monton, and H. J. MacDonald of Calgary, who taught school for years, before he was admitted to the bar.

The CCF party has two members in the legislature, one of whom is Nick W. Dushenski, a teacher on the Willingdon staff.

There are 62 members of the Legislative Assembly, nineteen of whom are or have been teachers. Except for farming, teaching has more representatives than any other group or occupation in the Legislative Assembly of the Province of Alberta.

Teachers or ex-teachers who were nominated but not elected include the following: William Tomy of Willingdon, who had been a member of the legislature since 1935, and A. J. E. Liesemer of Calgary, who had been in legislature since 1945.

Others were George Bauer, Harold Bronson, Ernest J. Ingram, Duncan Innes, George Kravetz, Howard L. Larson, Collier Maberley, Stanley Ruzycki, Hubert Smith, Arthur E. Thornton, J. Lyle Wyatt.

---

## Faith in the Public School

WILLARD E. GIVENS, who retired as secretary of the National Education Association, in his last report "The Public School" outlined his expression of faith in the free public school.

"The public school makes our people one. No other institution touches the life of every citizen. The public school binds us together in common ideals and purposes.

"The public school is shaped to the needs of the community it serves. The resulting diversity in education contributes to the infinite variety of ideals, talents, ambitions, and achievements which characterize the American people.

"The public school keeps alive the spirit of American enterprise. It emphasizes those robust qualities of initiative, self-dependence and imagination which have produced the wealthiest, the most powerful nation in the history of mankind.

"The prosperity of the American people owes much to public schools which have produced a general high

level of education. Educated people want more and produce more. Ignorance and prosperity have never been teammates at any time in the history of the world.

"Free public education contributes to the sound health, the deep loyalties and the courageous spirit of the men and women who constitute the forces of our defence. In the classrooms and laboratories of our schools and colleges are developed the technical knowledge and skill which contribute to national security.

"The public school is a bright light in a world shadowed by the catastrophes of war and the uncertainties of peace. The boundless confidence and idealism of the children and young people in our public schools—their faith in freedom and justice—are the hope of the future."

## Live Dangerously

Whether They Know It Or Not

The occupational hazards are emotional rather than physical, but they are there. Here are some of the danger signs.

**A**LMOST completely unaware of their peril, teachers are forced to "live dangerously" as they engage in their work with children, for there are many occupational hazards connected with the profession.

Fortunately, perhaps, these hazards are not physical. Few irate parents go so far as to resort to blows against a teacher who has displeased them; not many students put into action the thoughts they may harbor about an occasional teacher or principal; there is little danger in teaching from exposure to the elements or from contact with whirling gear mechanisms. Generally speaking, those who teach need not worry about harm to life or limb.

### They Creep Up Unawares

Instead, work hazards of teachers are emotional in nature. As such they are unbelievably subtle in development, creeping up unawares and establishing themselves firmly by the time they are noticed, if they ever are noticed. They are almost unavoidable even by the most alert teachers, because the resulting symptoms are emotionally expressed and most people cannot view their own psychological reactions objectively enough to know when things are going wrong.

A chorus of teachers' voices can be heard: "sure, they're emotional—

anybody would go crazy teaching 40 kids all day." And it is a fact that continued responsibility for large numbers of characteristically restless human organisms can be trying. But the emotional hazards referred to here are not those obvious conditions that might be diagnosed as psychoses or psychoneuroses. It is doubtful that teaching duties uncomplicated by added personality weaknesses or environmental stresses would be likely to cause such illnesses.

The psychological difficulties that develop might be called minor by some people (although they definitely are not), for they do not seriously incapacitate the person involved. He can still make a living and in other ways continue to function as a passable member of society. Instead, these difficulties just make him disliked, sometimes ridiculed, and often unhappy, rather than causing him to lose his sanity, but these are serious enough!

To give an example of one such emotional hazard: The role of a teacher places him in a dominant position with reference to those he instructs. He is older, bigger, better educated, and possesses authority delegated him when he took his job. In short, the teacher is "boss" during the greater portion of his day. Being in that circumstance day after day, year after year, he may slip into the habit

of believing it himself—that he is fundamentally superior to those he instructs.

### "Thinks He's Teaching Children"

When a teacher acquires this attitude and shows it during his activities with children, the results are serious enough; but, worse than that, he automatically falls into the same habit in his associations with adults. It is not easy to get out of the role one plays all day, even if the people one is with are grownups instead of children.

By ROBERT F. TOPP

Dean of the Graduate School  
National College of Education, Evanston  
Reprinted from *Illinois Education*

Too often service club members say of a speaker from the teaching profession, "He still thinks he's teaching children." More often than should be the case, teachers called upon by the community to work in a committee situation are viewed as somewhat dictatorial in their relations with other members of the committee.

Many other personality imperfections too handicapping to be called "quirks" may deviously establish themselves in one's personality if precautions are not taken. Some teachers are exasperatingly sure of the correctness of their ideas—dogmatic in viewpoint and action in their relations with fellow-adults and with children alike. They have been looked up to so long by children that they unconsciously expect an attitude of acceptance to their ideas by everyone.

This viewpoint shows itself in conversations, in the way the teachers behave when asked an opinion, in the manner in which they express themselves when on a panel. Needless to say, it is not the best way to

gain the respect and acceptance of other members of adult society.

### Assembly-Line Methods

Another personality "habit" that may establish itself in teachers who have been on the job for a time is the tendency to "de-humanize" their contacts with children. Those who acquire this attitude become efficiently matter-of-fact in their dealings with children, somewhat as though each child were a piece of equipment on an assembly line.

Such teachers are impersonal, even somewhat immune to the troubles young people have. They feel little sympathy, sometimes little love for the children they guide. Varying degrees of the inclination to mechanize one's relationship with children exist, but even in minor form interference with optimum accomplishment is present, and immeasurable.

One wonders how all this can come about. Why should this tendency be prevalent enough to be termed one of the more serious "occupational hazards" of teaching school?

The answer might be found in the large number of pupils assigned to each teacher, in heavy demands required growing out of unrealistic standards of achievement in subject-matter, perhaps even in the heavy load of extra duties often assigned to teachers.

Yet, in spite of these things, no teacher can afford to ignore the intimate relationship that exists between himself and the child. This continuing contact should be pleasant, sympathetic, considerate, or the child will not benefit to the fullest extent from his educational experiences.

### Appearance Is A Symptom

Symptomatic of another psychological danger in teaching is neglect of personal appearance. No shortcoming would seem to be so apparent

to the one involved, yet it is noted frequently enough to be considered another one of the occupational hazards of the profession. Men teachers who fall short in this regard go too long without shaving, wear unpressed and sometimes unclean clothing, and go without ties and suits without real excuse for doing so. Women with the failing wear the same dress day after day and often become careless about their hair and makeup.

Laxity in personal appearance may grow out of the feeling of independence some teachers sense, and to some extent out of the usual situation in the classroom where the teacher is the only adult present. In addition, no one is apt to tell the teacher to dress better or to be more concerned about his general appearance. In almost any other profession or business the individual is warned by his employer or discharged, or he senses the importance of personal appearance through continued contact with adults. For these reasons a teacher must be especially watchful by giving continual attention to his own appearance.

Again it should be noted that this shortcoming, like others mentioned, often is transferred to the out-of-school relationships with adults. The teacher who has developed the habit will not only look unkempt in school, but will go "downtown" that way, and on pretense will avoid dressing up for those occasions when he associates with adults.

Another danger to personality grows out of the failure of some members of the profession to make contact with people in other occupations and professions. Somehow the idea develops that teachers should hold themselves apart from the average citizen—that they must represent the "ideal" in human behavior. As a possible result, teach-

ers associate too completely with members of their own profession and fail to meet people in other walks of life. They talk shop too much. They tend to view every problem in the somewhat unrealistic sense characteristic of the limited classroom environment.

Results are obvious: Those who suffer from the handicap find themselves unable to carry on ordinary conversations with people in other types of work—they seem to be almost illiterate with respect to their understanding of the practical problems of living faced by lay people. Sometimes one gets the impression that their viewpoints are childlike and naive.

The "common man's" reactions to teachers are often equally obvious: He shies away from school teachers and feels that they actually are somewhat different from most people. He senses that teachers sometimes become bored, and boring, in conversation with him unless they are discussing school problems.

Most teachers are not likely to receive outside help in the prevention and improvement of personality imperfections growing out of their work. Through their own efforts they must somehow manage to compensate for the occupational dangers that can be so destructive to sound personality and social adjustment.

A few suggestions for better mental health follow:

1. Mental health is jeopardized when a person spends an excessive amount of time alone. Every person should associate as freely as possible with many different people who possess a wholesome variety of viewpoints.

2. Similarly, everyone needs a very special friend with whom he can confide his innermost thoughts. With complete confidence in the other person, each individual may "gripe" to

his heart's content, exposing his attitudes, healthy and unhealthy, to the scrutiny of the other person. By doing so a certain amount of catharsis, or psychological release, can be accomplished, for each person serves as a sounding board to determine the "reasonableness" of the viewpoint being expressed by the other.

3. Teachers could well spend the time to make a "personal inspection" of their appearance before they leave for work. Unintentional as it may be, it is easy to become careless about appearance. Fortunately, good grooming is a powerful influence on one's viewpoint toward life, and shortcomings are easily remedied.

### **Associate With Others**

4. There is real need from a mental hygiene point of view for teachers to associate regularly with people outside the profession. This should be encouraged through some method that will require routine contact with other citizens, such as joining garden clubs, photography clubs, or service organizations that meet frequently.

5. In so far as possible teachers and administrators should try to forget school matters when they leave the building. No other profession seems to force its members into as much outside work closely related to the day's routine as does teaching. Teachers should work out procedures that will avoid causing them to take home papers to correct, and they should avoid as much as possible participating in outside activities closely related to teaching. (Exceptions: desirable professional meetings and other essential activities.)

6. Every member of the teaching profession should determinedly put forth effort to play several "roles" on the stage of life. Being cast as a school teacher day and night, during working days and vacation days, is bound to set a habit that can be

broken only with difficulty, if at all. Teachers should try hiking, swimming, collecting butterflies—they should, so to speak, "let down their hair"—do almost anything to force them out of the routine of thinking and acting like teachers!

7. Because teachers are citizens too, and because realistic living is essential to mental health, they should continuously keep in touch with world affairs. Reading periodicals and newspapers, listening to radio, and viewing television should become part of their daily activities. Too often teachers are bystanders rather than participants in live doings of the people and land they are a part of.

8. Tolerance toward the minor shortcomings of fellow men should become part of the thinking of more teachers. Too often they become "straitlaced" in their viewpoints toward people about them. A good sense of humor should be cultivated and an attitude of acceptance of people as they are should be fostered. Teachers' disapproving frowns never changed the behavior of their fellow citizens. Self-analysis with regard to this tendency is desirable mental hygiene.

### **Faith Is A Fundamental**

9. Fundamental to a teacher's healthy outlook toward life and people is faith in the importance of his work. Teaching is a profession whose worth to all the people cannot really be evaluated—its contribution is too extensive. Each act of a teacher may have a good or a bad influence on the young people he teaches. Maintaining this faith will make one more content with his work, cause him to exert more effort to do the job well and to meet most appropriately the needs of children.

10. Teachers need the psychological and emotional support that re-

*(Continued on page 48)*



# Keep The Promising Teachers

RUTH E. BRUNE

Recruiting able teacher candidates is a job for all—teachers, administrators, community. Keeping them once they are prepared to teach is even more important. Don't let them become discouraged on their first job.

**H**OW can we attract more good teachers into the teaching profession and how can we keep the good ones we now have?" These are the questions that the school administrators of the nation have been asking.

Letters from teachers who have entered the schools in the state during the last few years point to some of the practices that discourage beginning teachers to such an extent that many of them leave the profession. The following excerpt from a letter of a graduate of one of the teachers' colleges of the state last spring suggests the tone of most of the letters.

"Why didn't you tell me the first year would be so difficult? . . . I expected some bad situations, but no one told me what I was really getting into . . ."

A few representative, actual cases will clarify what these beginners mean by such remarks.

## This Really Happens

Miss "A" was hired to teach classes in two fields and to direct one co-curricular activity. Her assignment in the fall, however, involved teaching five classes in three different fields (one a subject that she had

never studied), keeping study hall, and taking charge of one major and two minor activities.

Miss "B" contracted to teach three classes in one field and to organize a major co-curricular area never offered in that school. When she went to her school in the fall, she was given four classes (a fourth class of almost incorrigible boys), a second major activity, and one minor activity in which she had neither training nor experience.

Administrators responsible for these shifts in assignments made the changes, doubtless, from necessity, but obviously with such handicaps the beginners could not be proud of the work they did during their first year of teaching; in fact they were so discouraged that they hardly wanted to finish the year.

## And So They Leave Teaching

They vowed that they would not go through another such experience. If they had been given an assignment that they could have carried out successfully, they would have taken pride in their accomplishment and might have been saved for the teaching profession.

Another difficulty that is reflected in letters from beginning teachers is that many times the inexperienced beginners are given cast-off duties that the older teachers have refused

*(Continued on page 40)*

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Dr. Brune is a teacher of English at Bemidji State Teachers' College, Minnesota. She is editor of the North Division's newspaper.

The Teachers' Retirement Fund needs more money to maintain its present benefits. If the retirement age were raised, the effect on the Fund would be the same as having contributions increased. The majority of the teachers who retire in Alberta are able and willing to continue teaching for a few more years. Their salaries are larger than their pensions and, on the average, more than double. Also, most teachers would prefer to work.

## Longevity—And Its Cost

Reprinted from SATURDAY NIGHT

**I**N recent years there have been two things of which those concerned with pension plans can be reasonably sure: that the length of life is becoming greater and the value of the dollar is becoming less.

For a speech to the Society of Actuaries in Chicago last June, Laurence Coward, Chief Actuary with William M. Mercer Limited, calculated sort of a sneak preview of recent mortality in Canada. He prepared figures of the ratio of actual deaths in 1950 to expected deaths on the Canadian Life Tables No. 2—the tables constructed from the 1941 census populations. Here's what he said:

"Making all allowances for the fact that these are very tentative tables, the results are rather sensational. At ages under 35, the mortality of men has fallen to about 65 percent, and of women to about 55 percent of what it was in 1941.

"Around age 50 the mortality of men is about 93 percent, and of women about 80 percent of the 1941 level. At ages 60 to 70 for men there appears to be no improvement, although the mortality of women is about 85 percent. Above age 70 there appears to have been a considerable improvement in mortality."

The figures were based directly on the population and deaths published by the Dominion Bureau of Statistics, and while there may be certain

errors in the population figures, "They would not," according to Coward, "disturb our conclusion that in general the improvement continues, and at the younger ages appears to be accelerating.

"For females over age 60 the improvement over the nine-year period is equivalent of rating back in age of about two years. There is a curious position that for females at some younger ages, the rating back in age may be greater than one year for each one calendar year."

This, of course, adds to the problem of what steps should be taken to protect pensions funds from the effects of improving mortality. It's a difficult problem. Contributions or premiums are paid many years before pensions are drawn; therefore, the employer or insurance company is well on the hook before the extra liability is evident.

According to Coward, "it appears impossible to devise any routine or profit-sharing arrangement to protect against improving mortality. If an insurance company is underwriting group-annuity business, the only thing it can do is to make sure that the premium scale is adequate. Alternatively the company may enter into Deposit Administration.

"Improving mortality certainly hits the private self-administered trust fund, but in some ways the

*(Continued on page 42)*

# Who Killed Cock Robin?

DAVID M. SULLIVAN

Registrar, Department of Education

**T**here is something wrong with the high schools," said an eastern weekly, commenting on the deplorable lack of education among university students in Ontario. It seems that the university professors were shocked by the large number of undergraduates who do not know or cannot use good English. If these professors were really shocked it must be because they do not read the papers, for we in Alberta know all about this deficiency in modern education; we have been hearing about it for years. Just the other day an influential Alberta paper carried the following information which we must assume is authentic and based on reliable and indisputable statistics: "A generation ago a graduate of Grade VIII had a better knowledge of English grammar and usage than the average university student of today; in the first year of high school he received the finer points of instruction and completed the course. Then the Modernists got control of the curriculum. The results are in evidence throughout the business and professional life of the country, to the shame of our whole teaching profession and the educational authorities."

Here is a typical charge, appearing in an Alberta paper last March, in

Reprinted from the Alberta School Trustees.

support of the argument that there are too many changes in our curriculum: "This seems to us to be the fundamental error of all the 'progressives' who have been tinkering with education in this province during the past few years. It derives from their persistent confusion of education proper with training. It may be arguable that training in methods or techniques has to change with the advance of technology, but education is not concerned with special skills; it is concerned with the development of the mind. And there is nothing whatever to show that the old fundamentals were any less effective in developing the power to think and reason. The fallacy of arguing that education has to be revolutionized every time somebody invents a new kind of plastic is the most serious fallacy of all. The teaching of mathematics, for example, is always being revised, possibly to keep up with a changing world, but what changes have occurred in the basic science of Geometry since the time of Euclid about 2,250 years ago?"

The complaints against our schools are not, of course, confined to Alberta. The poor spelling in British Columbia so bothered the Vancouver School Board that they devoted part of a session to discussing cause and cure. One trustee angrily declared, "You

David Sullivan has used a number of criticisms of schools, that appeared in 1951, to prove that most of the critics of our schools have never taken the trouble to find out what the schools are doing. Teachers should always be alert to constructive and honest criticism, but most of the recent condemnations of our schools are not even based on facts.



DAVID M. SULLIVAN

just can't find a steno who can spell."

A reporter on one of the Vancouver papers decided, on an otherwise dull day, to carry a test to the people. He compiled a list of what were in his opinion the ten most commonly misspelled words, and he submitted this list to secretaries, business men, doctors, lawyers, newspapermen, teachers, and officials in the Vancouver School Board, not forgetting to include the trustee who had originally made the complaint. It was a good list: harass, embarrass, innuendo, recommend, effervescent, picnicking, inculcate, malleable, accommodation, and siege. A high school teacher refused to take the test on the ground that: "Mathematics and Science are my specialties, I'm no good at spelling." The Vancouver trustee who had started the controversy scored only 40% on the test.

#### Patience, Dear Reader, It Gets Better

Many people who have forgotten most of their Latin, and who have hardly ever used their Algebra feel, nevertheless, that these very difficult subjects have an intrinsic value because in some way, not too clear even to themselves, "they strengthen the mind." An Alberta writer says, particularly, "We believe that one of the duties of governing school bodies is

to insist on students doing many things they do not like. Only in this way is perseverance and fortitude developed. Perhaps it does a child good to be hurt a bit, frustrated a bit. If accomplishment follows frustration, the hurt of frustration is outweighed by the sense of accomplishment. Now, Latin and Algebra may have little practical value, although a knowledge of Latin contributes greatly to a sound knowledge of the English language. But the subjects do have a definite value in that they provide mental exercise for the young mind. The art of translating a passage of prose out of Cicero, or the job of solving an algebraic equation develops mental processes which lie dormant in the juvenile mind. These mental processes must be stirred and exercised or they atrophy."

In a farm magazine, a lady takes issue with the school authorities. She moans, bitterly but brightly, "Saskatchewan and Alberta have built composite high schools all over the province. They are supposed to teach practical things. They do. Trades and skills and commercial courses. But nothing practical for farming, unless it is automotive mechanics which leads to a job in some garage. Superintendents and instructors feel there is no future in farming, so rural students

are being gently weaned away from the old homestead."

A Charlottetown paper wails, "our schools provide a little of this and a little of that, and nothing much of anything," and on the other Canadian coast a New Westminster paper comes to the sad conclusion that "the loss of skills in fundamentals coincided with the growth of the notion that school must at all costs be made a pleasant place for its victims." A word of comfort comes from a Regina paper: "Don't blame the system," it says, "the system is thoroughly sound." The problem, the Regina paper believes, lies in the mad faith of the public in material success.

### Maybe Cock Robin is Not Dead

The census figures now pouring forth from the statisticians' offices in Ottawa show that Canada is changing rapidly in many ways besides growing in population. This is an age of speed. A business man can attend a meeting in Toronto tonight, and take a plane after the meeting and be in Vancouver tomorrow morning. Part of this magic derives from the fact that he gains some hours by travelling with the sun, but it is magic nevertheless. Our critics themselves use airplanes because they are busy men, and they surround themselves with labour-saving devices both in their offices and in their homes. Do they, then, naively suppose that no labour saving devices have found their way into the schools? The critics tell us smugly that in their generation the graduates of Grade VIII could spell. If this is true it may well be because in those days there were fewer words to spell. The first dictionary published on this continent in 1828 contained only 70,000 words, but by 1909 these had increased to 400,000 and the latest one has over 600,000 terms. This astounding increase has been caused, in large measure, by the scientific progress in the last generation, an age characterized by the extraordinary number and im-

portance of new inventions, and the effects of two world wars reaching into every field of thought and action. Our schools today offer three times as many subjects as they did even twenty years ago, and the end is not in sight. At the moment ethics, narcotics education, sex education, and driver education are knocking insistently for admission into the schools, and **these demands are coming**, dear reader, not from the modernists, not from the progressives but **from the public**; not from the teachers or the curriculum makers, you understand, but from organized groups **outside** the teaching profession, but interested in the schools. A generation ago many schools devoted the entire morning to arithmetic, and divided the afternoon fairly impartially between spelling, grammar, geography, and history, with an occasional art or dramatics lesson as a special treat. Any teacher who today attempted that type of timetable would be speedily thrown out of the school, and not by the modernists, but by the angry parents.

### Functional? What's That?

Spelling, grammar, and arithmetic receive less teaching time than formerly because they are taught **functionally**. Functional teaching means teaching for use. Can it be right to use functional furniture in the home and at the same time can it be wrong to use functional teaching in the school? Life fifty years ago was leisurely, in school as well as at home. The teacher had the whole day for the traditional three subjects. She could afford to teach hundreds of words which the children would never use, and had plenty of spare time to drill and drill on the capitals of South American countries, and to make certain that every child learned thoroughly the spelling of puzzling names like Pernambuco, Paramaribo, and Popocatepetl.

The complexities of modern civilization have penetrated into our class-

rooms, and our overworked teachers have been compelled to throw out a good deal and I refuse to be amused when someone cleverly retorts that we have thrown out the baby along with the bath water. *The Saturday Review of Literature* in a recent issue said: "The biggest need in education today is not for more school buildings, higher salaries for teachers, or free colleges. All these are important, but they are not nearly so important as the need for some education itself. Against the background of a world that stopped crawling fifty years ago and began to catapult, how do you define an adequate education? Education is confronted by a prodigious challenge to help prepare our people for new and awesome responsibilities in the world. Yet too many people today are exhibiting a passion for trivia — in school matters as in almost everything else. The air is thick with false issues. It should be a time for greatness, but some people can think of nothing more vital to do for education than to rush into the schools under the blazing banner, 'Back to the three R's. Too many frills.' Without even pausing to ascertain whether there is any real conflict between the traditional concept of the three R's and some of the newer courses of study, they are vaulting to the false conclusion that educators are trying to get by with 'frills' instead of basic tools. A national debate over education is desperately needed today, but such a debate should be concerned with values, with substance, with content. The sights of educators are not high enough. The definition of what constitutes a truly educated person has expanded so greatly that the average college graduate of 1951 stands about where a high school graduate did, let us say in 1920, in relation to the times."

### The Homespun Dignity of Man

Education is a lifelong process. The

acquisition of general knowledge begins in infancy and a person never learns as much again in his life as he learns between birth and his fifth birthday. Each new child born into the world is a fresh gift differing from every other gift. Some men are born to be doctors and some to be ditch diggers, but unfortunately they are often delivered by the stork to the wrong address. It is our duty as educators to rectify nature's error; we must first discover and having discovered must then develop the natural aptitudes of the children. The vaunted curriculum of a generation ago drove many a child out of school and, what was even more cruelly senseless, destroyed the child's belief in himself, impressing on him a label of inferiority which became the verdict of his family and the verdict of society for the duration of his life. The modern school teaches children that their contribution can be an original and valuable one; our teachers try to convince every child of what James Russell Lowell has called the "homespun dignity of man." Montaigne, living and writing nearly four hundred years ago, made strikingly original contributions to the definition of education. He differed radically from the Alberta editor who thinks that education is concerned chiefly with the development of the mind. "The object of education," said Montaigne, "is to make not a scholar but a man."

A good education is that which gives recognition to our common humanity and prepares all the citizenry for the vocation of man. Under this conception an educated man is never a finished product; rather he is forever an intellectually curious person, aware of the vastness of human ignorance but challenged by the light that is being thrown upon all aspects of the universe through scientific research and through the disciplined activities of the human mind. To avail himself

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## ***Teachers or Former Teachers Elected to Legislature, 1952***



**ANDERS O. AALBORG**

Anders Aalborg, principal of Alexandra School, has been a member of the legislature since 1948. In September of this year he was appointed Minister of Education. Mr. Aalborg has served on the ATA Executive Council as district representative for Central Eastern Alberta and as vice-president.



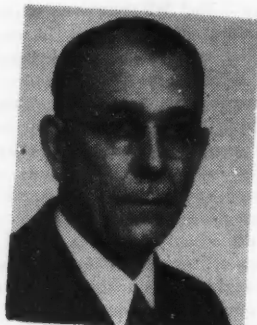
**R. EARL ANSLEY**

R. Earl Ansley, minister of education from 1944-48, was first elected to the legislature in 1935 and has been a member since that time. Mr. Ansley graduated from Camrose Normal School and taught at Blackfalds. Since 1948, he has been a life underwriter with the Sovereign Life Assurance Company.



**PAUL BRECKEN**

Paul R. Brecken of Calgary, a member of the Conservative party, was elected to the assembly this year. He has taught in Calgary since 1921 and has been vice-principal of Crescent Heights High School since 1943.



**IVAN CASEY**

Ivan Casey, former Minister of Education, was appointed Minister of Lands and Forests following his re-election in August. Mr. Casey was first elected to the assembly in 1944. Prior to that, he was principal of High River School, and from 1944 until 1948, he operated a real estate agency.



# Education A Unity

Editorial, Scottish Educational Journal

**W**E don't build attics first. Important as they are for space and light and outlook, they are not so essential as the ground floor; along with it they are utterly dependent on the foundations of the house.

It is a common and quite natural mistake to think more of the higher reaches of the school; to attach a great glory to the higher forms and the greatest importance of all to the highest—where pupils, winged with certificates and bursary successes, fly away through the skylight windows to college and university.

This is a plea for the consideration of the school and of the whole process of learning as a unity, interlinked throughout, each stage connected with and dependent upon its predecessor. If we are to use the metaphor of a house, let us not think of storeys piled one on top of another; let us see, rather, a succession of rooms (by no means of a drab uniformity) leading one from another; in each of them the great organic work is carried a stage further, every stage, complete and beautiful in itself and adapted to fit into and join on to the next. Nor does the process finish with the school but only with life itself.

You may say—but even the infants, in their second year, are patronizing, is not slightly scornful, towards the new entrants. They are; but then they are infants. And as they move up the school (that old idea again of successive storeys!) they continue to look down on their juniors. But that attitude is childish and is only relative; in their own class and stage, they are humble enough. They have, let us hope, an

adequate respect for their new teacher; and they find the new stage of the work sufficiently difficult and ample to banish conceit. Even among the Olympians, there is often this child-like humility with regard to what they have to learn: they may sometimes see themselves as gods on their mountains but far oftener they are thinking, rather fearfully, of how much they have yet to learn.

We must remember, however, that this stage-and-process conception of education is an adult one, a backward look; it does not enter the child's mind. For him, today is sufficient.

A tadpole, presumably, is perfectly happy and content to be a tadpole. He, no doubt, enjoys his aquarian life and finds his growing legs quite exciting—without pondering deeply on the purposes for which he is being given them or the problems of his terrestrial future. He concentrates, reflecting that, as Professor Adams wrote, the happiest tadpole will make the most efficient frog.

So each stage of education is a unity and complete in itself. Teachers should remember this for their comfort, edification, and guidance. Without too anxious an eye on the future, we should want to make every stage satisfying for the pupil; sufficient to keep his mind-muscles stretched but not strained, his body developing, and his outlook, interest, and imagination, growing and expanding. It is a great pity if children are robbed of their present by being warned eternally of their future.

We have all been realizing these  
*(Continued on page 38)*

## ***Teachers or Former Teachers Elected to Legislature, 1952***



**JOHN E. CLARK**

John E. Clark of Stettler was elected to the legislature this year as a member of the Social Credit Party. He taught school for several years, before he took over the operation of a large farm near Buffalo Lake.



**NICK DUSHENSKI**

Nick Dushenski, a CCF candidate for the Willingdon constituency, is one of the new members elected this year. Mr. Dushenski has taught for eleven years, the last four of which have been in the Two Hills Division.



**E. M. HARDY**

Earl Hardy was first elected to the legislature in 1948 as a member of the Social Credit party and was re-elected this year. He teaches industrial arts in the Holden schools.



**E. W. HINMAN**

E. W. Hinman, Social Credit candidate for the Cardston constituency, was elected to the legislature this year. Prior to his retirement this year, Mr. Hinman was superintendent of St. Mary's River School Division.

# Education Statistics and the Schools

F. E. WHITWORTH and N. LeSEELEUR

Dominion Bureau of Statistics

**T**O a teacher it may seem a far removal from the necessity of sitting at her desk filling out tedious departmental forms long after school has been dismissed for the year, to a Council of experts organizing a system of education for the children of some backward country. Yet it may be that the figures she supplies, when combined with many others similarly obtained, produce data on which such decisions may be made. It is the aim of this article to present to the teachers some of the uses for the statistics gathered and the philosophy behind the forms used. The recent Dominion-Provincial conference on Education Statistics is used as a basis of discussion as it represents the latest discussion on statistics and statistical forms; and will influence the forms to be completed by teachers during the ensuing years and the statistics published in the annual reports of the Minister of Education, the reports of the education division, Dominion Bureau of Statistics, the Canada Year Book, UNESCO's World Handbook of Educational Organization and Statistics, the Statesman's Yearbook, etc.

Gone are the days when a trip consisted of climbing into a buggy, cracking the whip, and letting the reins dangle while old Dobbin plodded leisurely along familiar trails. Today our traveller studies maps, selects highways, plots stopovers, then grasping a steering wheel covers perhaps a couple of thousand miles, more or less on schedule, dur-

ing his week of vacation. That education has progressed similarly is reflected by those critics who condemn it for attempting mathematics precision and streamlined procedures. Not that all educationists see eye to eye. Some focus their whole attention on the individual child; others are essentially interested in keeping the cogs running smoothly, while still others emphasize organization. This article is essentially for those who feel that school education will perform its function best when its administrators are fully conscious of the effectiveness of the school considered from the viewpoint of pupil progress and the adequacy of adjustment of its graduates within the great society. Good bookkeeping does not in any way stereotype the conduct of business, industry, or other institution.

## Essential Purpose

The essential purpose of statistics is to collect quantitative facts, condense and analyze them for interpretation. In education only those characteristics that lend themselves to quantitative interpretation can come within the field of statistics. Limitations are to be found within the method itself, in its application; and in the fact that the statistical method as a tool requires intelligent usage and the results of statistical analysis require intelligent interpretation. In education as in other fields if they are to be of most value it is wise to decide which data should be

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## ***Teachers or Former Teachers Elected to Legislature, 1952***



**A. J. HOOKE**

A. J. Hooke, a member of the legislature for the Social Credit party since 1935, is Minister of Economic Affairs. From 1943 to 1945 he was Provincial Secretary. Mr. Hooke taught school for nine years and was principal at Trochu and Rocky Mountain House.



**LEE LEAVITT**

Lee Leavitt, Social Credit member for the Banff-Cochrane constituency, was elected for the first time this year. Mr. Leavitt has taught in Banff for the past seven years and has had twenty years' teaching experience in Alberta schools.



**HARRY LOBAY**

Harry Lobay, a teacher in the Lac La Biche Division for eight years, was elected to the legislature in 1948 and again this year for the Social Credit party. He has been in the hardware and implement business since 1947.



**J. PERCY PAGE**

J. Percy Page, leader of the Progressive Conservative party, was re-elected to the legislature this year, after an absence of four years. Mr. Page, teacher and principal on the Edmonton Public School staff for 40 years, retired in 1952.

*(Continued from page 19)*

collected before collecting them. In attempts to discover just which data should be collected to meet the needs of the Departments of Education and the Dominion Bureau of Statistics several conferences have been held, the latest in May, 1952.

### **May 1952 Conference**

All of the provinces were represented at a recent conference, three of them by two representatives, the others by one. The Canadian Teachers' Federation, the Canadian Education Association, and the Departments of the Federal Government interested in education each sent a representative. It was agreed that the conference would deal with pupil and teacher accounting while the problems of school finance would be left for a later meeting. Actually little, if anything, new or revolutionary was proposed. It was recognized that not all of the provinces would want exactly the same statistics; but it was felt that all could agree to collect certain basic statistics while each could add any others felt to be desirable for the province.

It was recommended that each Department of Education be requested to make the following data available for the province—the number of elected or appointed school boards showing any relationships between them, as this reflects the organization of education in the province and shows any changes over a period of time; and the number of schools actually in operation during the year, operation being understood as continuous functioning for at least three months. The next statistic, related to the number of secondary schools classified by type and the number of specified courses offered by these, while considered by the delegates to be valuable, raised more difficulties from the viewpoint of achieving com-

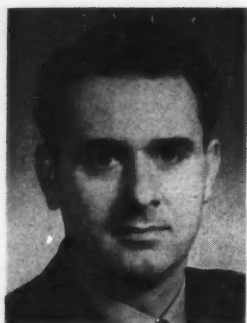
parability than any others. This was due to variations in organization from province to province. The next figure, that on the number of classes, where a class is an organized unit of pupils listed in a register kept by a home-room teacher, has been requested by UNESCO and is used widely in European and many other countries as a standard statistic. It may cause difficulty in some cases for some provinces but should be fairly consistent and reliable. The last figures requested were for secondary school graduation. Here, as elsewhere, some difficulty was experienced as three provinces have thirteen grades, the others twelve; and some give certificates for the last two grades of high schools, the others for the last grade only.

### **Teacher Accounting in the Fall**

Since the supply of teachers has been critical for some years, and there has been increasing interest shown in teachers' salaries, qualifications, and experience, considerable time was devoted to the possibility of collecting information on teachers in the fall and making it available by the first of the year. It was felt that a short form adapted for peg-board tabulation could be filled in by each teacher and sent to the Departments of Education, for tabulation either by the Department or the Dominion Bureau of Statistics after which the results could be prepared for publication. Since certain of the provinces presently collect this information on forms which do not lend themselves to ready tabulation, or lack the staff for tabulating the forms, ways and means will have to be considered before it can be obtained for all provinces. Cooperation of all the teachers is necessary but it was felt that this would be gladly given in view of the interest

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## ***Teachers or Former Teachers Elected to Legislature, 1952***



**RUSSELL PATRICK**

Russell Patrick, principal of Lacombe schools, is new member of the legislature in the Social Credit party. Mr. Patrick has served on the ATA Executive Council and is its representative on the High School and University Matriculation Examinations Board.



**M. H. PONICH**

Michael Ponich was elected to the legislature in 1944, 1948, and again this year. He is now serving as a Party Whip. He taught school in Alberta for six years. Following his teaching career, Mr. Ponich studied law and now practises at Two Hills.



**J. L. ROBINSON**

J. L. Robinson has been a member of the legislature for Medicine Hat constituency since the Social Credit party was first elected in 1935. He was appointed Minister of Industries and Labour in 1948. He took his teacher training in Ireland and taught there as well as in rural Alberta schools.



**HAROLD E. TANNER**

Harold E. Tanner, principal of University High School, Edmonton, since 1948, was elected to the legislature this year as a member of the Liberal party. Mr. Tanner is completing seven years' service on the Edmonton City Council.

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presently shown in salaries, qualifications, experience, and movement within the profession.

### **Report on Withdrawals and Destinations**

The aim of pupil accounting is to follow pupils through school from the time they are permitted to enter until they are established in a work-a-day world, noting any return to school or additional classes taken in general education after that time. While theoretically all should have entered by age six, actually 95 percent or higher is only reached at age 8 and dropouts increase from age 12 on. Data on age and level of education for these dropouts is of value in estimating manpower supply for business, industry, and the armed forces and in planning education programs. It is of value to the provincial departments in assessing the effectiveness of the school offering. It was recommended that those departments which do not collect this information at present consider making a start and providing all or some of the following: a report showing the number and destination of all pupils withdrawing during the year and at the end of the year; a division of dropouts into elementary and secondary school population, or better, an age-grade-sex table for the secondary pupils. The occupational section on destinations should follow the census classification in so far as possible.

### **End of School Year Report**

It was considered that the end of the school year is the best time to collect statistics on school operation and attendance for the year. An age-grade table should be provided as it is considered to be of value to principals, superintendents, and members of the departments and the most illuminating of the standard

tables on pupils. Attention should be given to showing the enrollment of Grade I with beginners and repeaters shown separately. A table showing secondary school pupils by subject of study would be collected every two years as at present.

### **Reports on Other Schools**

The phenomenal growth in the numbers attending vocational, academic, and other night school classes has warranted the Bureau's making a start in collecting statistics on Adult and Out-of-School Education. Since a fair percentage of this is conducted in public schools and assisted by the departments of education cooperation in collecting such data is requested by the Bureau for this section of the work.

Since the number of students taking regular courses by correspondence has increased to the point where it is an appreciable part of the student body it was recommended that the same statistics be requested for students taking regular courses by correspondence as for those regularly attending classes; and some data be collected for all others taking some correspondence courses.

Statistics on teachers in training have been rather limited to date. It was recommended that information be tabulated on the instruction staff as for ordinary day schools and courses and enrollment be shown. Some attempts should be made to differentiate between those teachers-in-training who were entering for the first time and those who returned to improve their standing.

It was similarly suggested that an attempt be made to collect statistics from the schools for the deaf and blind comparable to those from other schools and strongly recommended that an attempt be made to collect more complete data on special classes

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## ***Teachers or Former Teachers Elected to Legislature, 1952***



**GORDON E. TAYLOR**

Gordon E. Taylor has been Minister of Railways and Telephones since 1950 and Minister of Highways since May of 1951. He graduated from Calgary Normal School and taught in the Drumheller area, before he was elected to the legislature in 1940.



**D. A. URE**

David A. Ure, a Camrose Normal graduate and a teacher in Alberta for 14 years, was elected to the legislature for the fourth time this year. He was appointed Minister of Agriculture in 1948 and is now also in charge of Water Resources and Irrigation.

### **H. J. MacDONALD**

Hugh John MacDonald, Calgary Liberal candidate, was elected to the legislature in 1948 and again this year. He graduated

from Calgary Normal and taught at Carbon from 1930 to 1934. He then studied law and is now a partner of the firm, Milvain & MacDonald.

### ***The Importance of The Teacher***

*All the high hopes which I do avowedly entertain of a more glorious future for the human race are built upon the elevation of the teacher's profession and the enlargement of the teacher's usefulness. Whatever ground of confidence there may be for the perpetuation of our civil and religious liberties; whatever prospect of the elevation of our posterity; whatever faith in a more glorious future for the world—these aspirations and this faith depend upon teachers, more than upon any, more than upon all other human instrumentalities united.—Horace Mann in a lecture, The Teacher's Motives, 1858.*

(Continued from page 23)  
conducted by school boards.

It was recommended that another group of schools, mostly at the secondary level and many of them provincial institutes, which are presently omitted from the surveys of statistics, should be covered. They include technical institutes in some cases specialized for mining, paper making, etc., and art, agricultural schools, etc. Information on teachers and students in these should be collected by the Bureau annually.

Finally it was recommended that the Bureau consider conducting surveys of (1) school buildings, equipment, and accommodation; (2) health services and recreation; (3) school libraries; (4) audio visual aids, etc., every few years.

The provincial representatives and others attending the conference tried to eliminate any unnecessary duplication of teachers' efforts in filling report forms while at the same time providing essential data and effecting greater comparability. In this they were fairly successful.

### Evaluation

In evaluating the new recommendations coming out of the recent conference perhaps one is most impressed by the proposed attempt to publish statistics on teachers and enrollment for the current year. As a corollary some streamlining appears in the forms, which were also adopt-

ed for mechanical tabulation. Coverage is expected to be more complete than before and figures for the provinces more nearly comparable.

Teachers will ask how much more in the way of reports will be expected of them. Three reports are suggested in place of two but two are during the fall term rather than at the close of the school year. One of these, which is new for most provinces, covers destination of pupils and dropouts. Guidance teachers in particular are interested in having this information. On the whole the teachers will probably find the new forms no more burdensome but should know considerably more about education in the provinces.

### Publications

Statistics collected on teachers form the basis for *Teachers' Salaries and Qualifications in Nine Provinces*, published annually. These and the other statistics on enrollment, age-grade, finance, etc., appear in the biennial survey of *Elementary and Secondary Education*. Other publications of the education division of the Dominion Bureau of Statistics include the survey of *Higher Education*, the *Survey of Libraries*, reference papers on *Adult Education*, *The Organization and Administration of Public Education in Canada*, a *Directory of Private Schools* and a *List of Secondary Schools*.

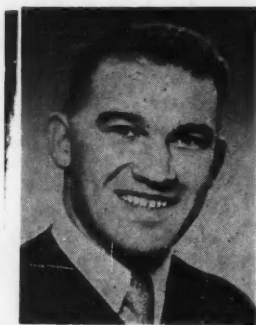
*One million teachers are employed to guide our young people. What a responsibility is theirs! What a responsibility rests upon our people to obtain outstanding persons for this great task! What do we see about us? A profession working under difficulties. School revenues inadequate for the task. Children attending school in shifts or in overcrowded classes because of a lack of school buildings. Many teachers receiving little more than subsistence pay. Schools needing essential textbooks, supplies, and equipment. Children deprived by these and other conditions of their rightful educational opportunities.—NEA.*

## ***Teachers or Former Teachers Who Were Nominated But Not Elected, 1952***



**HAROLD BRONSON**

Harold Bronson, teacher at Alex Taylor School, Edmonton, was the CCF candidate for Lac Ste. Anne constituency in the 1952 provincial election.



**ERNEST J. INGRAM**

Ernest J. Ingram, teacher at Bentley, has taught for six years. He was the CCF candidate for the Lacombe constituency in the August election.



**DUNCAN INNES**

Duncan Innes, principal of Strathcona School, Edmonton, was a Liberal candidate for Edmonton in the election. Mr. Innes has served as alderman on the City Council.



**GEORGE KRAVETZ**

George Kravetz ran on the Liberal ticket in the last election and came in second in the four-candidate race at Vermilion. Mr. Kravetz is vice-principal of Innisfree School.

# The Purpose of Education

SCOTT HALE

Teacher, Foremost School Division

A liberal, as opposed to a technical education, is one which does not concentrate on a very particular knowledge of a special subject, such as that which is necessary for a comparatively short time to qualify a man for a job requiring unusual skill or knowledge. It is broader in scope, and should give a balanced view of life by helping us to reason on a basis of knowing how men behave and what has led them to the kind of life they lead now.

Many people cannot understand the purpose of a liberal education beyond a very elementary stage. They recognize that it is necessary to read and write and to do simple arithmetic, but the only kind of high school education for which they see any use is one which is technical.

In high school, especially, students who do not expect to attend a university, or who do not require to pass Grade XII examinations are often troubled by the apparent uselessness of studying ancient history, algebra, foreign languages, or the geography of remote parts of the world which can never affect their lives. This doubt usually arises at an age, too, when they are unwilling to accept any longer the assertions of parents and teachers that all ignorance, especially of social, historical, and religious backgrounds is a handicap to a happier life.

The truth is that children are not mentally mature enough to understand, though older students should realize, that the value of higher education lies chiefly in the mental exercise which study involves.

High school and university students very naturally wish to learn only those facts, to study only those ideas which have a material value for them. They want to learn what will help them pass examinations; what will secure them better jobs and what will make for social success. They mistakenly think that these aims are best secured by technical knowledge. It is true that there is an immediate but only a temporary advantage in such knowledge. This attitude is understandable, but as long as people cannot see that mental training and discipline is what really counts in life, so long shall we have this dissatisfaction with education, so long shall we have clever scientists who are unfit to vote, expert electricians who can only think electricity, and sound engineers who cannot tell right from wrong. These are people who have concentrated on technical education but have no academic or liberal education for background: these are the students who were only interested in learning to make money. Though they may be the most efficient from a purely commercial point of view, they are not the best citizens.

Does this ignorance matter? So long as a man is efficient at his job, does it matter whether he can think sensibly on other matters, whether he can use the information he gathers from conversation, observation, and the paper or the radio properly? It is difficult for the young to realize how much it matters, because only experience proves it, and it is a

*(Continued on page 37)*

## ***Teachers or Former Teachers Who Were Nominated But Not Elected, 1952***



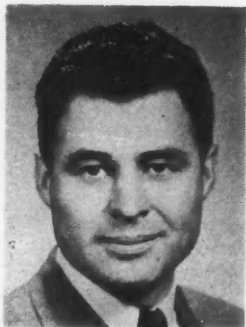
**HOWARD L. LARSON**

Howard Larson, principal of Ponoka School, was unsuccessful in the last election as Liberal candidate. Mr. Larson is a former ATA Executive member.



**A. J. E. LIESEMER**

A. J. E. Liesemer, who has been a member of the legislature since 1945, was not successful in his bid for re-election this year. He is on the staff of the Crescent Heights High School, Calgary.



**STANLEY RUZYCKI**

Stanley Ruzycki ran for election as the CCF candidate in the Vegreville constituency. He teaches at Podole School in the Lamont Division.



**HUBERT SMITH**

Hubert Smith, principal of the Alhambra School in the Rocky Mountain Division, was a C.C.F. candidate in the election last August.

## ***Teachers or Former Teachers Who Were Nominated But Not Elected, 1952***



**ARTHUR E. THORNTON**

Arthur E. Thornton, a member of the CCF party for a number of years, was unsuccessful in the last election. Mr. Thornton is assistant principal at H. A. Gray School, Edmonton.



**WILLIAM TOMYN**

William Tomy, Social Credit candidate, was a member of the legislature from 1935 to 1952. He was defeated in his bid for re-election. He has had twenty years of teaching experience, during which time he served on the ATA Executive Council.



**J. LYLE WYATT**

J. Lyle Wyatt, Liberal candidate for Medicine Hat, was defeated by Hon. J. L. Robinson. Dr. Wyatt, now a dental surgeon, was principal of Surprise School near Delia until he entered the School of Dentistry.

November, 1952

**GEORGE BAUER**

George Bauer was the unsuccessful candidate for the Camrose constituency in the last election. He has been farming at New Norway since 1932 when he retired from teaching, after 12 years' experience.

**COLLIER MABERLEY**

Collier Maberley, head of the commercial department at Western Canada High School, Calgary, was an unsuccessful candidate for the Liberal party in the last provincial election.

# Analysis of Salary Schedules

A.—SINGLE SALARY SCHEDULES RECEIVED AS OF OCTOBER, 1952

DIVISION	1st yr.	2nd yr.	3rd yr.	4th yr.	5th yr.	6th yr.	Per Course	Cost-of-Living Bonus	Previous Experience	Administration & Supervision of a Room School
<b>Acadia No. 8</b>	Min. 1900 Max. 2800 Inc. 100x9	2150 3050 100x9	2400 3300 100x9	2700 3600 100x9	2950 3850 100x9		Pro rata basis		All	\$225
<b>Athabasca No. 42</b>	Min. 1700 Max. 2650 Inc. 100x8 75x2	2000 2950 100x8 75x2	2300 3250 100x8 75x2	2600 3500 100x8 75x2	2825 3775 100x8 75x2		Pro rata basis		All	\$375
<b>Barrhead No. 59</b>	Min. 1800 Max. 2700 Inc. 100x9	2100 3000 100x9	2400 3400 100x10	2700 3700 100x10	2800 3800 100x10		Pro rata basis		All	\$400
<b>Berry Creek No. 1</b>	Min. 1950 Max. 2850 Inc. 100x9	2250 3150 100x9	2550 3450 100x9	2850 3750 100x9	2950 3850 100x9		\$50 per course \$100 Lab. course \$25 2nd deg.		All	\$150
<b>Bonnyville No. 46</b>	Min. 1800 Max. 2650 Inc. 150x1 100x7	2100 2950 150x1 100x7	2400 3250 150x1 100x7	2700 3550 150x1 100x7			Pro Rata basis		All†	\$200
<b>Bow Valley No. 43</b>	Min. 1800 Max. 2700 Inc.	2050 3075 \$100 per year to 50% of basic	2300 3450 50% of basic	2550 3725 50% of basic	2850 4275		\$55 course		All	\$225

†Except when absent for five or more continuous years.



Calgary No. 41 Jan. 1, '52- Dec. 31, '52	Min. Max. Inc.	1900 2900 125x8	2100 3100 125x8	2300 3300 125x8	2500 3500 125x8	2700 3700 125x8	\$200 per year	\$100 Depend. and C.O.L. \$1 per pt.	All	\$450
Camrose No. 20	Min. Max. Inc.	1800 2600 100x8	2100 3000 100x9	2400 3300 100x9	2700 3600 100x9	Pro rata basis			All	\$400
Castor No. 27	Min. Max. Inc.	1900 2800 100x9	2200 3100 100x9	2500 3400 100x9	2500 3700 100x9		\$50		All	\$225
Coal Branch No. 58	Min. Max. Inc.	2000 2880 120x4	2300 3180 120x4	2600 3480 120x4	3000 3880 120x4	3200 4080 120x4	\$300 2nd yr. \$300 3rd yr. \$400 4th yr.		All	\$400
Drumheller No. 30	Min. Max. Inc.	1800 2800 100x10	2100 3100 100x10	2400 3400 100x10	2700 3700 100x10	2900 3900 100x10	\$200 Married Status		All	\$400
East Smoky No. 54	Min. Max. Inc.	1800 2650 150x1	2100 3050 150x1	2400 3350 150x1	2700 3650 150x1	Pro rata basis			All	\$150
Edson No. 12	Min. Max. Inc.	1800 2680 100x4	2100 2980 120x4	2400 3280 120x4	2700 3580 120x4	2900 3780 120x4	\$40 per course		All	\$300
E.I.D. No. 44	Min. Max. Inc.	1800 2700 125x4	2100 3150 125x4	2400 3600 125x4	2650 3850 125x4	2850 4050 125x4	\$50		All	\$300
Fairview No. 50	Min. Max. Inc.	1800 2650 150x1	2100 2950 150x1	2400 3250 150x1	2700 3550 150x1	2900 3750 150x1	\$60 per course		All	\$300

November, 1952

DIVISION			1st yr.	2nd yr.	3rd yr.	4th yr.	5th yr.	6th yr.	Per Course	Cost-of-Living Bonus	Previous Experience	Administration of a Four-room School
	Min.	Max.										
Foremost No. 3	1800 Min. Inc.	2700 Max.	2050 3075 \$100 per year to 50% of basic	2300 3450	2650 3825	2800 4200	3050 4575	\$40	\$50	\$150		
High Prairie No. 48	1800 Min. Inc.	2600 Max.	2100 2900 100x8	2400 3200 100x8	2700 3500 100x8	2900 3900 100x10	\$60 per course		All	\$400		
Holden No. 17	1800 Min. Inc.	2800 Max.	2100 3100 100x10	2400 3400 100x10	2700 3700 100x10	2900 3900 100x10	\$50		All†	\$350		
Lacombe No. 56	1750 Min. Inc.	2550 Max.	2050 2850 100x8	2350 3150 100x8	2650 3550 100x9	2950 3650 100x7	\$50 to max. of 4 courses in 1 yr.	\$130 married status \$65 single, escalator	All*	\$225		
Lac Ste. Anne No. 11	1750 Min. Inc.	2550 Max.	2050 2850 100x8	2350 3150 100x8	2650 3400 100x8	2750 3550 100x8	\$60 1st deg. \$25 2nd deg.	2850 3650 100x8	All	\$200		
Lamont No. 18	1850 Min. Inc.	2900 Max.	2150 3200 100x10	2450 3500 100x10	2750 3800 100x10	2950 4000 100x10	\$50		All	\$200		
Lethbridge No. 7	1900 Min. Inc.	2600 Max.	2200 3100 \$100 per year to 50% of basic	2500 3500	2800 3900	3000 4200	\$50 1-3 yrs. \$60 4th	3200 4500	Partial	\$400		

†Except when absent five or more continuous years.

\*Limitation depending on certification.

<b>Macleod No. 28</b>	Min. Inc.	1850 2750 100x9	2150 3050 100x9	2450 3350 100x9	2750 3750 100x10	2950 4050 100x11	3150 4350 100x12	\$50 1st deg.	All	\$180
<b>Olds No. 31</b>	Min. Max. Inc.	1800 2600 100x8	2100 2900 100x9	2400 3300 100x9	2700 3750 100x10	2800 3900 100x11	\$100 Married Status	\$60	All	\$240
<b>Peace River No. 10</b>	Min. Max. Inc.	1750 2550 100x8	2050 2850 100x8	2350 3150 100x8	2650 3450 100x8	2800 3600 100x8		\$60	All	\$300
<b>Pincher Creek No. 29</b>	Min. Max. Inc.	1800 2600 100x8	2100 3000 100x9	2400 3400 100x10	2700 3800 100x11	2800 3900 100x11		\$60	All	\$450
<b>Provost No. 33</b>	Min. Max. Inc.	1800 2800 100x10	2100 3100 100x10	2400 3400 100x10	2700 3700 100x10	2900 3900 100x10		\$50 per course to \$250	Partial	\$300
<b>Red Deer Composite High School</b>	Min. Max. Inc.	1800 2500 100x7	2100 3000 100x9	2500 3600 100x11	2600 3800 100x12	2700 4000 100x13	2900 4300 100x14	None	Partial	Not applicable
<b>Red Deer No. 35</b>	Min. Max. Inc.	1800 2500 100x7	2100 3000 100x9	2500 3600 100x9	2600 3800 100x12	2700 4000 100x13	2900 4300 100x14	\$50 partial married status	All	\$300
<b>Red Deer Valley No. 55</b>	Min. Max. Inc.	1900 2800 100x8	2200 3100 100x8	2500 3400 100x8	2800 3700 100x8	3000 3900 100x8		\$60	All	\$360
<b>Rocky Mt. House No. 15</b>	Min. Max. Inc.	1800 2550 100x7	2100 3000 100x9	2400 3500 100x11	2600 3800 100x12	2800 4100 100x13		\$60	All*	\$400

DIVISION						1st yr.	2nd yr.	3rd yr.	4th yr.	5th yr.	6th yr.	Per Course	Cost-of-Living Bonus	Previous Experience	Administration of a Four- room School
	Min.	Max.	Inc.	Min.	Max.										
Spirit River No. 47	1800 2650 150x1	2100 3050 150x1	2400 3350 150x1	2700 3650 150x1	2900 3850 150x1							\$60		Partial	\$300
St. Mary's River No. 2	1900 2750	2100 3100	2400 3400	2700 3900	2800 4100							Pro 4000 Rate		All in Alberta	\$300
St. Paul No. 45	1800 2700 100x9	2050 2950 100x9	2300 3200 100x9	2700 3600 100x9	2900 3800 100x9							\$50		All	\$225
Smoky Lake No. 39	1800 2800 100x10	2160 3160 100x10	2460 3460 100x10	2760 3760 100x10	3000 4000 100x10							\$60 per cr. for 1st deg. \$40 for 2nd deg.		All from 1936	\$200
Stettler No. 26	1800 2610 150x3 120x3	2100 2910 150x3 120x3	2400 3210 150x3 120x3	2700 3510 150x3 120x3								\$50		All	\$300
Sullivan Lake No. 9	1950 2850 150x6	2250 3150 150x6	2550 3450 150x6	2850 3750 150x6								\$50, Lab. Course \$100 \$25 2nd deg.		All	\$150
Taber No. 6	1800 2700 200x1	2050 3075 \$100 per year	2300 3450 to 50%	2550 3825 of basic	2800 4200							Pro 4575 Rate		All in Alberta	\$300

Thorhild No. 57	Min. 2850 Max. 100x10	1850 2150 3150 100x10	2450 2750 3450 100x10	2550 2750 3750 100x10	\$60 1st deg. \$40 towards 2nd deg.	All	\$300
Two Hills No. 21	Min. 2750 Max. 100x9	1800 2100 3050 100x9	2400 2700 3350 100x9	2900 3850 100x9 50x1	\$40	All in Alberta	\$180
Vermilion No. 25	Min. 2900 Max. 110x5 Inc. 100x4 75x2	1800 2100 3200 110x5 100x4 75x2	2400 2700 3500 110x5 100x4 75x2	2900 4000 110x5 100x4 75x2	Pro Rata	All from 1934	\$400
Wainwright No. 32	Min. 2700 Max. 100x9	1800 2100 3000 100x9	2400 2700 3400 100x10	2900 3900 100x10	Pro Rata	All in Alberta	\$450
Wetaskiwin No. 36	Min. 2600 Max. 100x8	1800 2100 2900 100x8	2400 2700 3200 100x8	2700 3600 100x9	\$60	All	\$400
Westlock No. 37	Min. 2850 Max. 100x8	1800 2100 3000 100x9	2400 2700 3300 100x9	2900 3900 100x10	\$50 per Course 1st deg. pro rata 2nd	All in Alberta	\$300
County of Vulcan No. 2	Min. 2850 Max. 150x4 100x4	1850 2150 3150 150x4 100x4	2450 2750 3450 150x4 100x4	3110 4110 150x4 100x4	\$60	All	\$300
County of Ponoka No. 3	Min. 2600 Max. 100x8 Inc.	1800 2100 3000 100x9	2400 2700 3400 100x10	2700 3800 100x11	\$100 Depen- dents Allow- ance	All	\$300

Complete figures are not available for the following divisions: Grande Prairie, Killam, Lac La Biche, Medicine Hat, Strawberry.

# B. POSITIONAL SALARY SCHEDULES RECEIVED AS OF OCTOBER, 1952

## Allowance for University Credits

DIVISION	Elem. Min. Max.	Inter. Min. Max.	High Min. Max.	Cost-of-Living Bonus	Experience	Per Course	Per Year	Degree For Bachelor's	Degree For Second	Administration & Supervision of a Four- room School
<b>Clover Bar No. 13</b>	1850 2950 Inc. 100x10 50x 2	1950 3050 100x10 50x 2	2050 3150 100x10 50x 2		All	\$40		\$800	\$150	\$225
<b>Foothills No. 38</b>	1800 2800 Inc. 150x 5 50x 5	1800 2800 150x 5 50x 5	2100 3100 150x 5 50x 5		All	\$40 1st 10 credits \$50 to max.		\$850, \$1000 Home Ec. Ind. Arts	\$200	\$300
<b>Neutral Hills No. 16</b>	1900 2800 Inc. 100x 9	2000 2900 100x 9	2100 3000 100x 9		All			\$700 where position warrants		\$300
<b>Stony Plain No. 23</b>	1800 2650 Inc. 100x 8 50x 1	1950 2800 100x 8 50x 1	2150 3000 100x 8 50x 1		All prior to 1940 50 %	\$35		\$490	\$210	\$225*
<b>Sturgeon No. 24</b>	1600 2600 Inc. 100x10	1600 2600 100x10	2010 3010 100x10	\$1 per pt. per month paid twice yearly	All from 1942	\$200	\$600			\$195
<b>Vegreville No. 19</b>	1800 2800 Inc. 100x10	2000 3000 100x10	2150 3150 100x10		All	\$40		\$600	\$200	\$350
<b>Wheatland No. 40</b>	1600 2600 Inc. 100x10	1800 2800 100x10	2100 3100 100x10	\$100 for depen- dent status	All†	\$30 1st deg. \$25 2nd deg.		\$550	\$150	\$225

\*Extra allowance for senior high school rooms.

†Except when absent for five or more continuous years.

## The Purpose of Education

*(Continued from page 27)*

mistake of modern education to teach that little should be accepted on authority alone. To the question whether many high school pupils are content to be ignorant of history, the arts, and other parts of a liberal education, the answer is yes. It would be absurd to expect girls who are interested in becoming professional singers to realize how they will be helped by knowing about the tombs of Gizeh or the theories of Plato. They argue that their friends do not discuss these matters in the coffee-shops, their parents read only the newspapers, while time spent in acquiring such information does not improve their performance on the trombone. The boy who intends to work in a mine observes that his life will have little to do with French grammar and he would prefer a course in a technical college or a workshop. He simply cannot understand why his choice would be wrong. It is all very well for the educationist to explain that a liberal education is best in the long run, that the study of a subject is worth while without being of immediate commercial value, for there are far too many people who really believe that education would do better to teach typing than encourage Latin, or, for that matter, astrology.

To change this attitude, and to make people recognize that it is based upon ignorance of the true facts is difficult, but not impossible. We must constantly speak of the value of the trained and disciplined mind. Even from the low point of view of material success, popularized in America, the advantage of a mind which can concentrate on a problem for a long time, which can see it in relation to other facts, proves its value in the way it can turn from one kind of work to another.

The hands are the servants of the mind, and a mind trained by the study of cause and effect, whether in geometry or biology, must necessarily be superior to that which is only familiar with a particular sequence. Society itself, without recognizing it, subscribes to this view, for generally speaking, the better paid and more responsible jobs usually go to, or are acquired by, those whose minds are more active, who can see farther or reason better, though we have to recognize that education cannot produce talent. These are material arguments, and for a better kind, we have to admit a scale of interests, activities, and amusements, which play an increasingly large part in life in a civilized country. As our physical life becomes easier, we get and we expect to get, more time and greater scope for a mental life to take up the energy formally required for earning a living. We have to see, also, that if we could live isolated from peoples with different manners, ideas, and customs, an academic or liberal education would not be so important for us, but, since the modern world makes this kind of life increasingly difficult and inconvenient, we too, must change.

We cannot understand others' actions, wishes, and beliefs without a knowledge of their geography and history also. Do we know, for example, why we are fighting "communism"? What is its history? Why is it so popular in some parts of the world, and what are its precedents? Unless by a non-technical education we understand the background of such problems, we are merely being led by newspaper comment and radio reports. We ought not to be content to let other people think and decide for us. Technical efficiency alone has often been a distinguish-



ing characteristic of authoritarian regimes. There is a real danger that as a sop to the Cerebus of uninformed opinion, educational authorities may be forced to introduce courses into schools to the neglect of more liberal studies. The technical col-

leges are better equipped and staffed for this than the ordinary high schools, while, in the long run it would be cheaper and better to increase their capacity, if necessary, than to lose sight of the general purpose of education.

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## Education A Unity

*(Continued from page 17)*

things in recent enlightened years. It is a far cry to the old days of the same harsh curriculum for all and de'll tak' the ill-endowed. Yet in the oldtime school with its one or two rooms, its few teachers, its many ages and stages all crammed and working together, there must have been a greater sense of the unity of education and its processional nature. Where the same mistress or dominie had the pupil from infant to bursary competition stage, there was no question of relativity of importance. If one stage were scamped, the next and all of them suffered (as they still would) and the results were immediate and obvious. Now with our more disjointed stages of primary and secondary, of modern and grammar school, of the many courses available in the twelve-fifteen groups, the direct relationship of all stages of education is less apparent and possibly seems less real. But the fact of it remains. There must be foundations: the basic skills are essential; the teacher at every stage is doing an integral part of the work, as necessary and quite as important as any other part.

All this has a bearing on the relationship of teacher to teacher, on the unity and harmony of our profession. A house divided against itself cannot stand. As a profession, we are pledged to the ideal of gradua-

tion for all. When that is realized, it will make for greater unity and a fuller harmony. But a degree does not make a teacher. Whatever our label and whatever category we belong to, it is the work we do that counts whether in the infant room or at the highest stage. It is a commonplace that there are men and women of the highest scholarship who in front of a class are ineffectual or worse; and that, on the other hand, there are numberless faithful teachers, with academic qualification of a much lower standard, whose contribution to the whole scheme of things is beyond reward. Why should any teacher look down on his fellow-worker, unless for work scamped or conscienceless? In a perfect world, untrammelled by economic fetters and restrictions, all the different stages of education would be equally regarded and equally provided for.

If modern society with its compelling preoccupations and distractions, its countless claims, its shortages and dire poverty, cannot give to education and to teachers the consideration they deserve, teachers at least should be ready to appreciate each other. We are all in the same (overcrowded) boat. We are all (or should be) pulling on our oars. We are all making for the same journey's end. We should all be pulling together.

# HELP FOR YOUR FIGHT TO PREVENT THE SPREAD OF COLDS

A 10-Minute Film  
in Full Colour  
by Walt Disney Productions



How To

Catch a Cold



## A Series of Six Posters in Full Colour

Scenes from the film, made into eye-catching posters, feature the main points about cold prevention. Available at no cost for display on bulletin boards, in classrooms, corridors, lunch and recreation rooms, and elsewhere.

## Honour Roll Health Pledges

Especially prepared to help increase your classroom attendance, Honour Roll Health Pledges stress cold prevention rules in students' own language. Rules are appealingly illustrated. And by having their own names on their pledges, each student promises to follow them faithfully.

It takes common sense to fight the common cold—that's the theme of this brand new health film by Walt Disney Productions, planned with the careful guidance of leading medical and educational authorities. And it takes the Walt Disney brand of fun, imagination to bring home the scientific cold-prevention do's and don'ts—painlessly. Memorably. To youngsters and adults alike.

The film shows how to catch a cold, how colds are spread, how a day or so in bed can help protect a family, school, office, or an entire community, and that a so-called simple cold may actually be the first symptom of a more serious illness.

"How to Catch a Cold" is universal in its appeal. It is simple enough for elementary grades, yet it will hold the attention of an adult audience. Its teachings and reminders are needed by people of all ages. It's available free (except for return postage).

## ---MAIL TODAY---

Educational Department ATA-5202  
Canadian Cellulose Products Co. Ltd.,  
50 King Street West, Toronto, Ontario.

Please send me free, full details on the movie "How to Catch a Cold" and ..... copies of the Health Pledges.

Name.....

Position.....

School or Organization.....

Street.....

City.....

Province.....

☐ Also please send me the free set of six posters highlighting important points of the film. (Large organizations may require more than one set. Check or fill in the number of sets needed.)

## Who Killed Cock Robin?

*(Continued from page 15)*

of the means of understanding his environment and making the practical adjustments to it that modern living demands, the intelligent person of today must read constantly. **And this is the area in which our schools are by common consent, supreme.** No informed person dares today to challenge the supremacy of the modern public school graduate in the field of speed and comprehension in reading. At no other time in history have school children been as competent in reading, and in grasping the significance and inner meaning of the printed word, as they are in this year of our Lord, 1952. And in this lies our chief

hope, and therein is our sure faith in the future of our schools. We educators are trying to make your children wise by training them to think for themselves. We teachers are trying to keep your children honest—intellectually as well as morally honest. It was Solomon who said, "Wisdom is the principal thing; therefore get wisdom. **But with all thy getting get understanding.**" And it was none other than Bobby Burns who said, in deep humility, and out of the depth of his vast experience of humanity:

*"Princes and lords are but the  
breath of kings,*

*An honest man's the noblest work  
of God."*

---

## Keep The Promising Teachers

*(Continued from page 10)*

to continue or troublesome groups of pupils whom the former teachers have managed to escape.

One teacher, for instance, said that she was assigned an English literature class of twenty boys and one girl in the last hour of the day. The boys were the tough fellows of the football team whom no one else wanted. Wrote the teacher, "Of course, I got volumes of advice from the rest of the faculty who were glad to be rid of them and from the superintendent who was afraid I couldn't handle them."

Other discouragements that the beginners face are lack of equipment, inadequate lighting, and de-

manding "police discipline" which had been discouraged in their training.

## We All Have Part

The solution of the problem does not rest with the superintendents alone; no one knows better than they the disastrous results of such procedures. The responsibility for the solution falls upon the entire profession: the beginners themselves, the older teachers, the placement bureaus, the administrators, and the boards of education. All must face the problem honestly and unselfishly. Only in so doing can the promising, young beginners be kept in the profession.

*Every school day 27½ million children and teachers are at work in our public schools on the nation's biggest task. What is this job that keeps one-sixth of our total population at work? It is this—to develop the kind of citizens that America must have—N E A.*

## **The Visual Instruction Division**

of the

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## Longevity—And Its Cost

*(Continued from page 11)*

Trusteed Plan is better able to meet the blow. It has been said that no person or group of people ever grow old suddenly, and the extra cost due to longer lifetime comes out gradually in a way that most employers can meet. Nevertheless this isn't saving the employer anything; it merely softens the blow."

Coward believes that the solution lies in flexibility in our ideas and policies concerning retirement ages. "Lengthening life should go with lengthening working lifetime, and if people become so healthy that they can live another five years on the average, then I think they could probably work another five years. If retirement, for example, were fixed from time to time, so that life expectancy at retirement was always the same, there would be no loss due to improving mortality. In fact there would be a profit because there would

be more contributions received into the fund.

"I believe that some form of Government Old Age Pensions is essential in a modern community by granting pensions as a right. However, the way Social Security operates in the United States has one serious defect in tending to freeze the normal retirement age at 65. In Canada the pensions are granted at age 70 as a right, regardless of means, and between 65 and 70 there are only means-test pensions. I think this will tend to make age 70 the virtual maximum age of retirement in Canada and I know that there are feelings in some quarters that if the Government can resist the demands for pensions as a right at age 65 for the next few years, there may be a change in social thinking so that age 70 and not 65 will be regarded as the normal retirement age."



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• For full details as to the contents of each kit, please see your Moyer Catalogue.

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# Financial Statement

## STUDENTS' UNION OF THE UNIVERSITY OF ALBERTA SUMMER SESSION

### STATEMENT OF REVENUE AND EXPENDITURE FOR THE YEAR ENDED OCTOBER 31, 1952

#### Statement "A"

#### Revenue—

Fees—building fund, see contra .....	\$4,123.86
—general .....	1,649.53
Evergreen and Gold, see contra .....	300.00
Ticket Sales—dances .....	289.25
	<hr/>
	\$6,362.64

#### Expenditure—

##### Athletics:

Badminton .....	\$ 21.70
Bowling .....	48.00
Fastball .....	116.09
Table tennis .....	2.20
Tennis .....	15.23
	<hr/>
	\$ 203.22

##### Entertainment:

Dances .....	\$ 410.15
Teas .....	107.12
	<hr/>
	517.27

##### Students' Union Building Fund, see contra:

Loan repayment fund .....	\$2,474.32
Building operating fund .....	1,649.54
	<hr/>
	4,123.86

##### Purchase of Evergreen and Gold, see contra

300.00

##### Administrative and sundry:

General expense .....	\$ 317.65
Evergreen and Gold pages and expenses .....	329.45
Honoraria .....	180.00
Bulletin expense, net .....	107.52
Administrative salaries .....	35.00
Depreciation on equipment .....	48.31
	<hr/>
	1,017.93
	<hr/>
	6,162.28

##### Excess of Revenue over Expenditure for the year

\$ 200.36

# Balance Sheet as at October 31, 1952

## Statement "B"

### Assets

Current:		
Cash on deposit with the University of Alberta.....		\$ 924.67
Fixed:		
Office equipment .....	\$ 46.25	
Sports equipment .....	218.40	
	\$ 264.65	
Less reserve for depreciation .....	174.56	
		90.09
		<u>\$1,014.76</u>

### Liabilities

Surplus:		
Balance as at October 31, 1951 .....		\$1,093.59
Deduct: Expenditure on three backstops for the baseball diamond .....		279.19
		\$ 814.40
Add: Excess of revenue over expenditure for the 1952 session .....		200.36
		<u>\$1,014.76</u>

EDMONTON, Alberta, October 15, 1952.

I have examined the accounts of the Students' Union of the University of Alberta Summer Session for the year ended October 31, 1952, and have received all the information and explanations I have required.

In my opinion, the above Balance Sheet is properly drawn up so as to exhibit the true financial position of the Union as at October 31, 1952, according to the information and explanations given to me and as shown by the books of the Union, and the accompanying statement of revenue and expenditure correctly sets forth the result of operations for the year ended at that date.

M. A. ROUSELL,  
Chartered Accountant, Auditor.

### Name of THE ATA MAGAZINE

At the date of publication of this issue, only 40 teachers had completed and returned the questionnaire on page 44 of the October issue with respect to the proposed change of name of THE ATA MAGAZINE.

The editor and the Executive Council of the Association urge you to complete this questionnaire and send it to the ATA office.



# Convocation, November 1952

## University of Alberta

Students in the Faculty of Education, listed below were granted the following degrees and diplomas at the University of Alberta Convocation held in Edmonton, May 13. The students were presented to Convocation by Professor H. E. Smith, dean of the Faculty of Education, with the exception of those receiving the degree of master of education. The latter were presented by Professor O. J. Walker, director of the School of Graduate Studies. Degrees were conferred by Dr. E. P. Scarlett, chancellor of the University.

### THE SCHOLARSHIP OF THE BOARD OF GOVERNORS OF THE UNIVERSITY IN FIRST YEAR EDUCATION

Dona Marie German, Calgary

### THE UNIVERSITY SCHOLARSHIPS IN EDUCATION

Beatrice G. Bothwell, Edmonton  
Anita Linderman, Red Deer  
Joyce Rowat, Red Deer

### THE JOHN WALKER BARNETT MEMORIAL SCHOLARSHIP

Stanley Ernest Overby, Cereal

### THE FULLER BRUSH COMPANY SCHOLARSHIPS IN ART

Harry Kiyooka, Edmonton  
Elsaine Joyce Wonnacott, Calgary

### THE EDMONTON JEWISH FEDERATION SCHOLARSHIP IN EDUCATION

Elisabeth Leon Palate, Lethbridge

### THE ALBERTA TUBERCULOSIS ASSOCIATION PRIZE IN THIRD YEAR PHYSICAL EDUCATION

Miriam Jean Atkinson, Carmen, Manitoba

### THE FIRST YEAR PRIZE OF THE EDUCATION SOCIETY OF EDMONTON

Charles Thomas Pescocks, Barons

### THE OLIVE M. FISHER PRIZE

Geraldine Joan Drake, Calgary and  
Margaret Rose Robertson, Didsbury (equal)

### THE EDUCATION BOOK PRIZE

Dorothy Mina Eidem, Vermilion

### FIRST CLASS STANDING

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## Teachers Must Live Dangerously

*(Continued from page 9)*

lition can give them. Confidence in oneself and in fellow men comes through a deep religious feeling, and regardless of the form it may take, teachers should maintain spiritual and religious values in their daily lives.

Individual teachers can do much to encourage a sound outlook toward life and people if they will investigate mental hygiene concepts that

might be applicable to their own situations. Many excellent articles and books are available for that purpose. (A list of pamphlets may be obtained from the Illinois Society for Mental Hygiene, 123 West Madison Street, Chicago 2.) Given the incentive (and each person dealing so thoroughly with the developing personalities of children should have that incentive), a teacher can do much to keep himself emotionally fit.

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## **By-law No. 1 of 1948**

Section 9 of the By-law has been amended as follows:

9. (a) No change.
- (b) No change.
- (c) Such teacher may, subject to the approval of the Board, elect to take payment of his pension in any of the following alternatives which shall in each case be of an actuarial value equivalent to his normal pension:
  - i. a pension payable for the life of the teacher and ceasing at his death, or
  - ii. a pension payable for the life of the teacher or a term of years years certain whichever is the longer, or
  - iii. a pension payable during the joint lives of the teacher and a nominee designated by him which after the death of either shall continue to be paid in the same amount or in an amount of two-thirds or one-half thereof to the survivor for his life.
- (d) If the pension granted is payable in any event for a term of years certain, the teacher may designate in writing a beneficiary of such part of the pension as may be payable after his death and may therein specify that it shall be paid to the estate of the bene-

ficiary if he predeceases the teacher; otherwise such part (if any) shall be paid to the estate of the teacher.

- (e) Upon receipt of his application, the Board shall promptly notify the teacher in writing
  - i. of the alternative methods of payment of the pension, and
  - ii. of his right to designate a beneficiary in an appropriate case, and
  - iii. that his election (if any) must be submitted to the Board in writing within thirty days thereof.

In default of a written election within the time limited or if the Board does not approve of the election, the pension shall be paid in the manner provided in Clause 8.

- (f) Unless otherwise ordered by the Board, a pension shall commence on the first day of the month next following the receipt by the Board of the application unless salary as a teacher is then currently accruing to the applicant in which case it shall commence on the first day of the month next following cessation thereof; and shall accrue and be paid monthly in equal installments on the last day of each month.

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#### *Federal Grants In Aid to Education*

*Whereas; various educational bodies in all provinces are concerned with the inequality of educational opportunities throughout the Nation and,*

*Whereas, the present sources of finances, mainly taxation of property are insufficient;*

*Therefore Be It Resolved, that the Canadian School Trustees' Association reaffirm their previous request to the Federal Government to give grants in aid of Education in our elementary and secondary schools, in order that the provinces may be able to provide greater equality of educational opportunity.*

#### *Interference With School Finances*

*Whereas; school trustees have a public responsibility as elected representatives, and*

*Whereas; they are directly responsible to the public for the expenditure of all monies levied for school purposes, and*

*Whereas; there is a growing tendency for Municipal Councils to interfere with the estimated expenditures of school boards,*

*Therefore Be It Resolved, that the Canadian School Trustees' Association strongly oppose the tendency of Municipal Councils in many parts of Canada to attempt to control the Financial Requisitions of School Boards.*

*(Resolutions passed by Canadian School Trustees' Association, September, 1952)*



# our library.

## Towards the Last Spike

By E. J. Pratt, *The Macmillan Company of Canada Limited.*

This long poem (about 1,500 lines) should be read by Canadians of literary bent, because its author was recently honored with the University of Alberta Award for letters, because it is the most ambitious treatment of Canadian history yet attempted in this form, and because it will goad the reader into some fruitful thinking about the qualities and tolerances of true poetry.

The poem is a very spirited account of the political, financial, and engineering aspects of the terrific job of building the CPR. We see the gallant old rip Sir John A. confronting the bleak rectitude of Edward Blake in Commons debate; the run-around for more and yet more good money to throw after bad; the almost heartbreaking miles of gouging and filling along the northern Lake shores; and the spike that buckled under Sir Donald's hammer.

But again and again through the narrative one is exasperated by the intrusion of the trivial and the forced. Oatmeal is given pride of place as the prime mover in the making of the CPR. Our poet traces its devious course through the internal plumbing of the Macs to its astonishing eruption as hair on the chest, and one can only retort that some of

the fightin'est men one has known were smooth-skinned.

"So the *Pacific* with its wash of letters

Could push the Fahrenheit another notch."

Substitution of "up" for "push" might make that line a little (but only a little) more obnoxious. That is the sort of thing we mean, and there is too much of it.

*Towards the Last Spike* will probably live as a curiosity, but will never be widely and familiarly quoted, and is not the great Canadian epic we are waiting for.

## Britain and the Dominions

By W. R. Brock, *Cambridge University Press.*

A compact account in 510 pages of British overseas expansion and the evolution of the white colonies, Asian empires, and other dependencies into more or less democratic nations.

The scholarship and literary competence of the book are irreproachable; it is profusely illustrated with landscape and portrait, and its line maps and diagrams are very helpful. The story is carried forward to the joining of Newfoundland to Canada, the establishment of the Indian and Pakistan dominions, and the pacification of Palestine.

For the student and teacher of current events, there is sound back-



ground material on such topics as Kenya, the South African race problem, and Britain's interests in Egypt, the facts being temperately and impartially set forth.

### Studying Students: Guidance Methods of Individual Analysis

By C. P. Froelich and J. G. Darley, *Science Research Associates, Inc.*

Your reviewer has never seen a more forthright and inviting table of contents in this field of study. You wish to check your knowledge of and beliefs about IQ? This is what the table of contents offers:

*"CHAPTER 10. MEASURING SCHOLASTIC ABILITY" Page 216*

*What is Scholastic Ability?*

*What is the Binet Scale?*

*What is the meaning of the IQ?*

*When is a Non-Verbal Test useful?*

*How good an Index of Ability is the IQ?*

*What Are the Features of Paper-and-Pencil Tests?*

*What Are Multi-Score Tests of Mental Ability?*

*What Scholastic Ability Tests Are Available?*

In answer to the last question on page 2, the authors say, without fuss or preamble: "Six mental ability tests which have proved to be useful in guidance work are described next. These tests have been selected so that one or more of them can appropriately be used at each grade level in school . . ." The authors go on to give all necessary information (except prices) on the six tests.

The whole book is easy to handle as a reference, and should be particularly valuable to the part-time or casual guidance counsellor who needs to refresh his college training from time to time.

### Two Solitudes—

By Hugh MacLennan, 382 pages, \$1.25, *The Macmillan Company of Canada.*

This is a truncated edition of Hugh MacLennan's best-selling novel, the final third of the original having been omitted. However, the remainder stands as a complete novel in itself.

The story deals with the conflict between two cultures—the English-Canadian, with its complacency and prejudice, and the French-Canadian, with its nationalism and clerical reaction. Huntly McQueen, financier of Montreal, and Father Beaubien, priest of St. Marc, are the central figures representative of the two cultures. In between is Athanase Tallard, a Catholic but at heart a sceptic and rationalist, who realizes that the times are on the side of the English and that, to survive and prosper, the French must embrace science and industrialism. His attempt to build a bridge of understanding between French and English leads to a personal tragedy.

This edition has been arranged for school reading with an introduction, notes, and questions and should prove a valuable addition to any free-reading library.

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## Official Bulletin, Department of Education

No. 149

### GRADE IX SCIENCE REQUESTS

Large number of letters are received by the Department of Agriculture, and by the University Department of Extension, from students requesting material related to agriculture in Alberta. Teachers of the General Science course in Grade IX should notify their students that these departments cannot send their bulletins indiscriminately to school children. The booklet, *The*

*Story of the Soil*, furnishes much of the basic information for Units 1, 2, and 4 of this course, and may be considered a primary reference for these units. It may be obtained from the School Book Branch at a price of forty cents. In addition, a revised edition of *Farming in Alberta* will be available shortly and one copy will be supplied to each classroom, free of charge.

### Eye Care

Extensive surveys have shown that about four out of ten children are handicapped in school performance by visual problems. A study into the reasons for this serious condition among our school children by a prominent authority on child development has revealed a rather far-reaching conclusion that should be of vital concern to all parents and teachers.

Dr. Arnold Gesell, former head of the Clinic of Child Development at Yale University, concluded his extensive study with the following remarks:

"Seeing is not a separate isolable function. It is profoundly integrated with the total action system of the child—his posture, his manual skills and coordination, his intelligence, and even his personality makeup. Indeed, vision is so intimately identified with the whole

child that we can not understand its economy and its hygiene without investigating the whole child.

"Vision therefore may become a key to a fuller understanding of the nature and the needs of the individual child. He sees with his whole being. Eye care involves child care."

The surveys indicate further that when they enter the first grade about 25 percent of the children have visual handicaps. The proportion rises almost steadily and at the end of the eighth grade up to 53 percent of the children require optometric treatment.

One major cause for this substantial increase during the school years is the dark, dingy, drab, poorly lighted, improperly furnished classroom. In many cases this cause is preventable if the teacher takes the initiative.

# Teachers in the **NEWS**



**OTTAR MASSING**

Ottar Massing, principal of Wetaskiwin High School for the past ten years, has been appointed superintendent at large for Alberta school divisions.

Mr. Massing has his B.A. and M.Ed. Prior to his position at Wetaskiwin, he was principal at Rimbey and taught in intermediate and rural schools in Central Alberta.

His work for the Association has included executive positions in Wetaskiwin Sublocal and Local, and Ponoka Local, and has been president of the Second Edmonton District Convention.

Prior to his appointment, he was the urban teachers' representative to the General Curriculum Committee of the Department of Education.

**Doris Berry**, formerly in charge of school broadcasts for the Depart-

ment of Education, is now with the CBC in Toronto.

## **Teachers on Exchange**

Interprovincial exchange: **Jean Moore** of Edmonton with **Elizabeth Gilliland** of Saint John, New Brunswick; United Kingdom exchange: **Alice Howson** of Calgary with **Bertha Lloyd** of Cambridge, England; **Alice Kennedy** of Edmonton with **Sylvia Fulton** of Middlesbrough, England; **Orval Mix** of Edmonton with **Margorie Cox** of Northumberland, England; **Ruth Reid** of Edmonton with **Hazel Tocher** of Aberdeen, Scotland.

**Reg Turner** and **G. S. Lakie** of Lethbridge were re-elected to the Council in the civic election on October 15. In Medicine Hat, **Lorne Walker**, superintendent of schools, was re-elected; in Calgary, **Fred Parker**, retired teacher and past president of the Association, was re-elected. **E. G. Callbeck**, past Executive member, ran for the Council but was defeated. **Paul Brecken**, vice-principal of Crescent Heights High School, is one of the continuing aldermen. In Edmonton, **Harold Tanner**, principal of University High School, is completing seven years with the City Council.

**Cyril Hampson**, last year with the Edmonton Public School staff, is now on the staff of the Faculty of Education, Calgary.

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### **Photograph Contest**

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**To the Editor:**

The Nutrition Division, Department of National Health and Welfare, is sponsoring a photograph contest which is to feature some phase of nutrition work in Canada. The contest is open to all Canadians with the exceptions noted in the rules and runs from October 1 to December 31. The aim is to stimulate interest in the work that is being done in the field of nutrition across Canada.

Many teachers carry on nutrition projects in the course of their health studies. A number of these would be quite suitable as entries in the contest. One example might be a rat-feeding project.

We would appreciate it very much if you could bring the contest to the attention of your readers through an announcement in your magazine. A copy of the rules is enclosed for your interest and information. Further copies may be obtained from Contest Editor, Nutrition Division, Department of National Health and Welfare, Jackson Building, Ottawa, Ontario.

Thanking you for your cooperation, I remain

Yours sincerely,

**L. B. PETT**

**Chief, Nutrition Division  
Department of National  
Health and Welfare.**

**The ATA Magazine**

## Vacation Certificates

November 14, 1952.

To Registrars and Principals  
Canadian Schools and Colleges.

We are pleased to inform you of the reduced fare arrangements which have been authorized by this Association for teachers and students of Canadian Schools and Colleges on account of the Christmas and New Year holidays:

**Territory:** Between all stations in Canada.

**Conditions:** Tickets will be sold to teachers and pupils of Canadian Schools and Colleges, on surrender of Canadian Passenger Association Teachers' and Pupils' Vacation Certificate Form 18W.

**Fares:** Normal one-way first class, intermediate class or coach class fare and one-half for round trip, minimum fare 30 cents.

**Dates of Sale:** Tickets to be sold good going Monday, December 1, 1952 to and including 12 o'clock noon Thursday, January 1, 1953.

**Return Limit:** Valid for return to leave destination not later than midnight Sunday, January 25, 1953.

Tickets will be good for continuous passage only.

Note: Your particular attention is called to the essential condition that Form 18W may be issued only to Principals, members of the teaching staff and pupils of the schools and colleges in Canada, for their personal use.

These certificates are only good for the purchase of railway tickets during the Christmas or Easter holiday periods.

A supply of the Vacation Certificates (Form 18W) referred to above may be obtained on application to Superintendents, Inspectors or Secretary-treasurers of School Districts, or to this office.

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November, 1952

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# NEWS

from

## OUR LOCALS



### Clover Bar Local

The executive of the Clover Bar Local met in the Masonic Temple, Edmonton, on September 20 to review the past year's work and to plan the Clover Bar Convention.

The salary schedule for this year was settled early in July after approval of the teaching body had been ascertained through circulation of a questionnaire late in June. The schedule was not "everything that was desired," but it did bring up the basic salary, come nearer the objective of a single salary schedule by lessening the distance between elementary and high school basics, and make provision for payment for second degrees and for special certificates, neither of which had received such recognition hitherto. A salary policy committee of eight members, set up by the 1951 convention, directed the teachers' negotiations. The members of this committee also took part in the meetings of the executive throughout the year, reviewing their discussions with the larger body.

At this September meeting, the group health insurance now in force was discussed and an insurance committee, comprised of Messrs. Marsh, Fors, and Lambert, was set up to find out the cost of a scheme with increased and more satisfactory coverage to place before the convention. The scheme in force limits its benefits to cases requiring hospitalization.

### Correspondence School Branch Local

The benefit to teachers able to attend workshops was stressed by Ethel Hopkins in her report about the 1952 Workshop at the September meeting.

Two educational films and a travelogue in color, "Klondyke Holiday," were shown at the meeting.

Plans were made to hold a forum at a later meeting, to discuss the topic "Fundamentals in Education."

### Derwent Sublocal

At a recent meeting of the Derwent Sublocal, the following officers were elected: president, W. C. Bober; vice-president, Nick Boyko; secretary-treasurer and councillor, M. J. Charuk; press correspondent, S. J. Wysocki; social committee, Anna Podealuk, Alice Wysocki, Ann Nahorniak, Halia Demkiw, and Olga Borutski. The following representatives were elected: festival representative, W. Sakowsky; track meet representative, S. J. Wysocki; ball league representative, Eli Podealuk; drama night representative, D. S. Chrapko.

### East Smoky Sublocal

A decision to ask Superintendent J. R. Hambly to attend the next meeting to discuss the difficulties arising from the administration of the Detroit Beginners' Test was made at the sublocal meeting.

Ray Bean gave a report on the executive meeting held at Grande Prairie.

A plan whereby each teacher will prepare a test in a specified subject was agreed to by the teachers present. These tests will be given to all divisional pupils in December.

Sublocal officers are president, Lucy Landblad; vice-president and sublocal councillor, Belle Matlock; secretary-treasurer and press correspondent, Rheta Bode; councillor, Ray Bean.

#### Egremont Sublocal

New officers for the sublocal are president, W. Kraychy; vice-president, A. Konasewich; secretary-treasurer and press correspondent, Leona Anderson; councillor, F. Shydowski.

#### Forestburg Sublocal

Matters discussed at the October meeting were about a filmstrip library, the National Film Board

regional library, and the Grade IX scholarships. Meeting dates were set for Wednesdays—November 19, February 18, and April 15—with the district health nurse, district agriculturist, and geographic representative as guest speakers. Grade IX teachers of Merna, Alliance, Galahad, and Forestburg are to act as a committee to study the Grade IX scholarship plan and report to the next meeting at Galahad school.

Officers elected were Stan Mallett, president; Irene Nelson, vice-president; Joe Lenchucha, secretary-treasurer; H. John Earle, councillor; and Sam Stewart, press correspondent.

#### Grande Prairie Sublocal

The teachers of Grande Prairie Sublocal met during the convention at Beaverlodge and elected the following officers: president, Glen Lett; vice-president, Sister Patricia; secretary-treasurer, Eileen Bannister; press correspondent, Pearl Moase.

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At the sublocal meeting on October 3, a committee was appointed to investigate group insurance and to inform the members of its findings, and to ballot them to find out how many wish to participate in the group insurance plan.

The staff of the schools where future meetings are to be held, will be responsible for arranging the program, under the guidance of the executive.

### High Prairie Sublocal

Teachers from High Prairie, McLennan, and New Fish Creek elected the following officers for their sublocal: Lloyd Yauch, president; June Stokes, vice-president; Jean Wolfenber, secretary-treasurer; Isabel Shanks, press correspondent.

A resolution was passed that the sublocal continue to order educational magazines.

Program committee for the sublocal is Peter Myronuk, L. Hollans, Kathleen McKercher, June Stokes, and Gladys Basarab.

### Holden Sublocal

Officers are William Brushett, president; Eleanor Good, vice-president; Kay Lundgren, secretary-treasurer; Mike Fedoruk, track meet director; William Ogrodnick, local representative; Noel Nicholl, program convener; Harriett Hviid, lunch convener; Ralph Gorrie, press representative.

### Lac La Biche Local

Lac La Biche teachers held their convention on October 14 and 15 at the Dr. Swift School.

Rev. Fr. McGrane pronounced the invocation. Mayor L. G. Hall extended the civil welcome and J. A. Williams brought greetings from the divisional board.

Guest speakers were L. G. Thomas of Stanford University; H. C. Mels-

ness of the Faculty of Education; Eric Ansley, Alberta Teachers' Association, C. Merkley, superintendent, Athabasca School Division; Miss Pool, consulting nurse, Athabasca Health Unit; D. Bouvier, National Film Board; Dr. A. R. Schrag, Provincial Guidance Clinic, H. E. Balfour, Department of Education.

Group discussions were held on Arithmetic and Science in the Elementary grades, and on the Health and Personal Development Course in the junior and high school grades.

A book display, arranged by Vera Welsh, was well attended and teachers were able to buy books and other teaching aids.

A group of folk dances were performed by children, trained by Sr. Blais and Sr. Fournel.

Officers elected were honorary president, L. G. Hall; president, F. McMillan; vice-president, R. Marini; secretary-treasurer, Sr. Blais; public relations officer, Audrey Coast.

### Marwayne-Streamstown Sublocal

Officers elected for Marwayne-Streamstown Sublocal are L. R. Metcalf, president; Michael Gudzwaty, vice-president; Maida Barnett, secretary-treasurer; John David, councillor; and Marian J. Parker, press correspondent.

Electoral ballots, with emphasis on Number 4, were discussed. Members were not in agreement with the \$10,000 reserve fund suggested.

### Olds Local

Reports from delegates attending the Banff Workshop were presented at the October meeting of the local. Electoral ballots and the fall convention were discussed.

### Ryley Sublocal

The members agreed, at the September meeting, to abandon the



idea of a divisional festival because no town in the division at present has the requisite facilities for such an enterprise.

J. D. MacDonald's report on the salary schedule committee's work was met with approval, all members favouring the single salary schedule.

The health insurance plan as adopted by the Holden Local was approved and it was recommended that the plan be expanded to include office calls.

Harold Parsons expressed appreciation for the good attendance. The next meeting will be held on a Friday to accommodate the rural teachers.

Officers elected were Harold Parsons, president; Peter Smart, vice-president; Harriet Ruddy, secretary-treasurer; Elsie Simmermon, press correspondent; Fred Hook, sports representative; J. D. MacDonald, councillor; Mary Martin, social convener.

#### Rocky Mountain Sublocal

Rotation of future sublocal meetings to the surrounding rural schools was discussed at the Rocky Mountain Sublocal meeting on October 9, but it was decided that the meetings would continue to be held at Rocky Mountain House.

Group insurance, the teachers' pension plan, and electoral ballots were discussed.

The following programs have been planned for the year: (1) convention, (a) a demonstration of a good and bad workshop. (b) ideas and suggestions for improving our convention; (2) social; (3) code of ethics; (4) films, (5) ATA—organization of the ATA.

The fact that all teachers should attend every meeting and that the sublocal functions best when all members attend regularly was stressed at the meeting.

Program committee is Mildred

Weatherill, Chester Laing, Peter Feschuk, and Alec Kurylo.

After the business part of the meeting, T. Kung, who recently came to Canada from Switzerland, showed some beautiful and interesting color slides of Switzerland and Italy.

Included in the slides were pictures of Mount Vesuvius, and burning volcanoes, pictures of the small towns and villages, as well as the large cities and lakes of Switzerland, including aerial views of the Swiss countryside and the Swiss Alps. The pictures of Italy included the ruins of Pompeii, the cities of Florence, Venice, Naples, and Bologna, and the war damaged cities of Taranto and Cassino.

#### Stettler Sublocal

Officers for the sublocal are Elizabeth Hartwell, president; Verda Ullman, vice-president; Pearl Hildrum, secretary-treasurer; Orma Crone, lunch convener; James Briggs, Dorothy Crawford, Mabel Vincent, program committee; Eleanor Campbell, press correspondent; Jane Wilson, Pearl Hildrum, councillors.

Meetings will be held on the third Thursday of each month.

Jean Irwin gave an instructive report on the changes in the Teachers' Retirement Fund.

#### Spirit River-Rycroft Sublocal

At the meeting on October 17, the following officers were elected: president, R. Schneider; vice-president, S. Wishloff; secretary-treasurer, Adelina Stebbing; press correspondent, Sister Hudon. Meetings will be held on the third Friday of every month.

Following the meeting, a buffet supper was held in honor of A. L. Schrag, superintendent of Spirit River Division, and his wife. Mr. Schrag is leaving for Vulcan, where he will be superintendent of Vulcan

County schools. Ethel Fildes, president of the Spirit River Local, expressed to Mr. Schrag on behalf of the local, appreciation for the work he had done in the division. She also expressed appreciation for the interest that he and his wife had shown in community affairs. A silver silex was presented to Mr. and Mrs. Schrag.

### Thorsby Sublocal

Twenty members of the Thorsby Sublocal met at Thorsby on October 17 and elected Frank Neid as their president, Stanley Zurek, vice-president; Olga Melnychuk, secretary-treasurer; Frank Kozar, press correspondent.

Discussion was held on the purchasing of a new movie projector to replace the projector now in use. Guest speaker Don Tarney gave an interesting report on his experiences at the Banff Workshop.

### Two Hills Sublocal

At an organization meeting held in Two Hills, Michael G. Toma was elected president; Dmetro Podealuk, vice-president; and John Kozmak, secretary. Other officers elected were Michael Kostek, councillor; Nickol Olinyk, press correspondent; Nicholas Hauca, Sandra Chepeha, Marion Podealuk, and Sophie Cymbaluk, social committee.

Superintendent of schools, F. Hanocho, led a discussion on the importance of remedial work in the classroom. Members agreed to hold several sectional meetings throughout the term with groups divided into the Grades I-VI section and Grades VII-XII section. The teaching of

English and most common errors in English will be intensively discussed during this term's meetings.

P. M. Shavchuk, secretary-treasurer of the Two Hills School Division, addressed the group and stressed the importance of keeping accurate school records.

Members of the local agreed upon a suggestion to hold a festival during the spring of 1953 and a track meet during the fall of the same year. The executive is to present this suggestion to other sublocals within the local.

### Vilna-Spedden Sublocal

Officers are president, Stephen Pacholek; vice-president, John Goruk; secretary-treasurer, Steve Odynak; councillor, Metro Rudiak; press correspondent, Barbara Kaziuk.

At the next meeting, Mr. Odynak will lead a discussion on Social Studies and Language in Grade IX.

Future meetings will be held on the first Wednesday of each month.

### Westlock-Clyde Sublocal

Officers elected for 1952-53 are Carl Poloway, president; Ben Gabert, vice-president; Christine Corraini, secretary-treasurer; Betty Barker, press correspondent; and Richard Staples, Geoffrey Mealing, and Alma Parton, program committee.

Future meetings will be held on the first Wednesday of each month. Mr. Staples reported on the group insurance plan offered by Confederation Life Association. Ken Nixon reported on the Banff Workshop, which he attended this summer.

### Final Exams

*Two little girls were discussing their families. "Why does your grandmother read the Bible so much?" asked one.*

*"I think," said the other little girl, "that she is cramming for her finals."*



# Secretary's Diary

October 23, 1952

## Conventions, Two Hills and Bonnyville

Dr. Van Miller of Urbana, Illinois, A. A. Aldridge and A. B. Evenson of the Department of Education, and Nicholas Poohkay, district representative for Northeastern Alberta, and I attended the conventions at Two Hills and Bonnyville.

## Conventions, Edmonton

The three Edmonton District conventions were held from October 2 to 10 inclusive. Dr. Delmar T. Oviatt, on the staff of the University of Utah, was the ATA speaker. Other speakers were Dr. E. J. M. Church, M. L. Watts, and H. C. Sweet of the Department of Education and Dr. H. S. Baker of the Faculty of Education. Members of the Executive at these conventions were Lars Olson, Frank Edwards, Nicholas Poohkay, F. J. C. Seymour, and myself.

## Lethbridge Convention

Because of the late opening of schools this year, the convention in Lethbridge was held Friday evening and Saturday, October 10 and 11. Dr. Harry W. Porter of Stanford University was the ATA speaker. D. M. Sullivan represented the Department of Education, and Robert Kimmitt and the general secretary, the ATA. The teachers of Lethbridge are to be commended for the way in which they turned out for these meetings, especially on a Saturday before the Thanksgiving Holiday.

## Lac La Biche and Red Deer Conventions

Dr. Lawrence G. Thomas of Stanford University was the ATA speaker at these two conventions. H. C. Melsness and H. T. Coutts, and Miss H. P. Christofferson and H. E. Balfour represented the Faculty of Education and Department of Education, respectively, at these conventions. D. A. Prescott and the General Secretary represented the ATA.

The first snow of the year was encountered at Lac La Biche when a few inches fell the morning of October 15. For the first time in about ten years the weather at the Red Deer convention was ideal, with the attendance reaching a new high of over 500.

## Vermilion and Camrose Conventions

Due to the early opening of the Vermilion School of Agriculture, it was necessary to hold this convention a week earlier than originally planned and on the same date as the Red Deer Convention. Dr. M. E. LaZerte was the ATA speaker. The Minister of Education, the Hon. Anders Aalborg, W. E. Frame, and F. J. C. Seymour also addressed this convention.

The Camrose Convention was held October 20 and 21. Dr. Lawrence G. Thomas of Stanford was the ATA speaker.

The weather was California plus.

## Other Meetings

Several important meetings have been held this fall. A committee of the Board of Teacher Education and Certification met to discuss inservice training of teachers and organization of local institutes.

A meeting of the Advisory Committee for the Canadian Education Association Research Project, "CEA-Kellogg Project in Educational Leadership," was held on October 9. The ATA representatives were Fred Tarlton, Stony Plain; Ivan Mallett, Ponoka; and the General Secretary. T. C. Byrne, superintendent of high schools, was elected chairman, and a progress report was made by Dr. George Flowers, director of the research project.

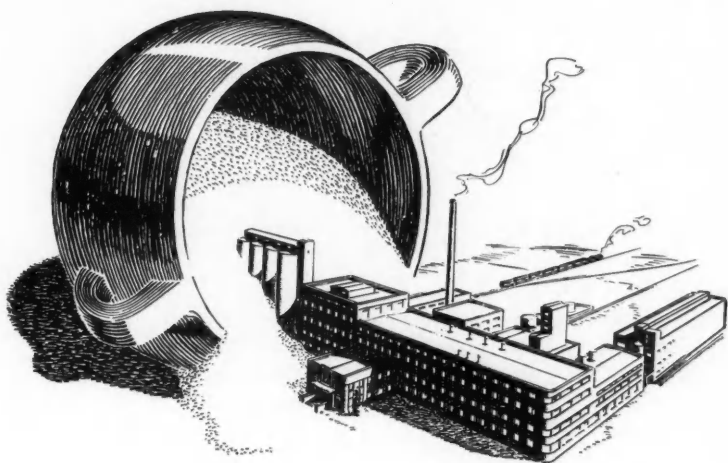
A meeting of the Board of Teacher Education and Certification was held on October 14. The important decision was made to appoint a committee to investigate a suggestion that entrance into the Faculty of Education be lowered to a Grade XI standing, and/or that short courses in teacher training be revived.

The president, and representatives on the Executive for Calgary and Edmonton, W. Roy Eyres and Frank Edwards, and the general secretary attended by three meetings in Calgary on October 17 and 18 to hear representations with respect to local organization in Calgary.

## TRF Board Meeting

The Board of Administrators, Teachers' Retirement Fund, met on October 23 and considered proposed by-laws, special by-laws, special cases, refunds, investments, pensions, and administrative details.





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